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ABSTRACT

The major purpose of the study was to develop a process for assessing teacher competence in vocational and career education as required by California Assembly Bill 293, known as the Stull Act. The study collected data through: a questionnaire administered to teachers, administrators, and students; research site visits; interviews of administrators and vocational and career education coordinators; and a review of the guidelines used at each research site for the implementation of the Stull Act. Six public school districts and one county program participated in the study. Study findings revealed that teachers, administrators, and students have different perceptions of teacher competence, and they differ on the stated goals for vocational and career education. The study indicated a need for greater communication between teachers and administrators in understanding basic goals and concepts of vocational and career education. Teachers and administrators need to become more knowledgeable about the requirements of the Stull Act and its implementation as required by the State of California. (Legislative documents are part of the appendix.) (AG)

ED 090395

# TEACHING EVALUATION IN VOCATIONAL AND CAREER EDUCATION

By

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## ABSTRACT

The major purpose of this study was to develop a process model for assessing teacher competence in vocational and career education as required by California Assembly Bill 293, known as the Stull Act. The study examined three major research questions:

1. To what extent do teachers, administrators, and students agree with elements of teacher competence selected to meet the requirements of the Stull Act?
2. To what extent do differences exist among teacher, administrator, and student perceptions of teacher expectations?
3. To what extent does agreement exist among teachers, administrators, and students relative to the stated goals of vocational and career education?

The data collection process included a questionnaire administered to teachers, administrators, and students; research site visits; and interviews of administrators and vocational and career education coordinators; and a review of the guidelines used at each research site for the implementation of the Stull Act. Six public school districts and one county program participated in the study.

The questionnaires were tabulated in percentages. Yule's Q Association Coefficient for Pairs of Percentages was used to determine the strength of the linear relationship or correlation.

The findings of the study revealed that teachers, administrators, and students have different perceptions of teacher competence and they differ on the stated goals for vocational and career education. The data obtained for this study strongly indicated a need for greater communication between the teachers and

administrators in understanding the basic goals and concepts of vocational and career education. Teachers and administrators need to become more knowledgeable about the requirements of the Stull Act and its implementation as required by the State of California.

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Chapter I

## INTRODUCTION

The systematic evaluation and assessment of performance of certificated personnel in the public schools of California is now a legal requirement. With the passage of Assembly Bill 293, known as the Stull Act*, in 1972, the intent of the California State Legislature to maintain a system of educational accountability through the systematic evaluation of all certificated personnel is evident. In explaining the intent of Assembly Bill No. 293, the Author of the Bill, the Honorable John H. Stull stated:

> In both the Assembly and Senate studies of present tenure laws, the evaluation system was of key concern. Even in discussing dismissal procedures, one conceptual question which arose was, "How do you assess competency?" In Assembly Bill No. 293, I feel the legislature has provided you, the educational community, with the guidelines necessary for a reasonable assessment of competency. I would therefore now like to review with you the evaluation section of the law.
>
> Among other things, the law requires each school board to adopt a uniform set of evaluation and assessment guidelines for use in evaluating the professional competency of its certificated personnel, and further requires that these guidelines be put in writing. In other words, school boards are, under the new law, required to put down on paper and make available to their certificated personnel guidelines of expected job performance, guidelines designed to assist the certificated person in knowing what is expected of him, and how the school board will go about reviewing his competency.
>
> In the development of these evaluation and assessment guidelines and procedures, the new law requires that school boards avail themselves of the advice of certificated instructional personnel. It

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* This legislation is displayed in Appendix A.

> was my intention from the outset that certificated instructional personnel be reviewed by their peers. To insure that the criteria established are appropriate to the field in which the employee is certificated, I felt that input from the certificated personnel themselves in the formulative stages was essential. In writing this provision into the law, I envisioned this involvement being accomplished through either a teachers' committee appointed by the superintendent, or with the assistance of the certificated employees council, or with the assistance of teacher organizations as defined under the Winton Act. No matter which method is in fact utilized, certificated personnel input at the formulative level is essential to insure a quality product, and I am hopeful that you will keep this portion of the new law in mind as you proceed with its implementation. (See Appendix B.)

The Act also contains specific directions for the establishment of guidelines to enable school districts to comply with its intent. Section 13487 of Article 5.5 states:

> Guidelines.....shall include: (a) The establishment of standards of expected student progress.... (b) Assessment of certificated personnel competence as it relates to the established standards. (c) Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignment. (d) The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control, and is preserving a suitable learning environment. (See Appendix A.)

Recognizing that teacher effectiveness is multi-dimensional, the writer asked the Honorable John H. Stull, "Should the teacher be evaluated primarily against the intellectual, cognitive goals of education or against the affective, attitudinal goals of education?" The response sent on December 26, 1972, stated:

> In my judgment, any simple statement in favor of either cognitive or affective criteria would be both misleading and wrong. Like so many matters, this is not an either/or situation. Both cognitive and affective goals must be considered in any effective evaluation. Just as a brilliant teacher who scores at the top of a cognitive goal scale but cannot convey his knowledge to others falls short of being the ideal teacher, so does a person with all the right attitudes and intentions who is lacking in intellectual skills. (See Appendix B.)

As various school districts within the state attempt to implement the evaluation process as required by the Stull Act, and interpreted through the guidelines provided by the California State Department of Education, many dimensions of the evaluation process are presenting significant problems, i.e., the agreement on uniform standards for evaluation, definition of student progress and the competency of evaluators. This is particularly true in vocational and career education as the underlying principles for the development of an evaluation system or policy for teacher effectiveness in these areas have not been established, nor the specificity of evaluation been recognized.

Vocational and Career Education

Vocational education is regarded as a unified program identified by focusing on the development of employability skills, especially at the secondary school level. Conceived by Sidney P. Marland, former United States Commissioner of Education, the career education concept has become an integral component of the vocational legislative appropriations. Career education is defined as a K-14 comprehensive educational program which begins when the student enters school and continues throughout the school career, and is designed to provide career orientation, exploration, and job preparation. However, State legislative guidelines have not been developed for the implementation of the career education program.

The vocational and career education* teacher functions in a setting and environment very different from that of the regular classical or academic teacher.

*In this study the terms vocational and career education are used interchangeably.

The students enrolled in vocational and career education programs often have educational handicaps, learning disabilities, and special needs. These factors indicate a need for appropriate criteria for assessing teacher competence relative to student achievement, instruction, and program evaluation.

Given the California State requirements for the evaluation of certificated personnel and the lack of uniform criteria for the evaluation of vocational and career education programs and teachers of these programs, it is essential that evaluative criteria be specified which satisfies the state requirements as specified in the Stull Act and which includes the input of vocational and career education administrators, teachers, and students. Thus, the development of a process model for the evaluation of vocational and career education teachers is viewed as an important requisite in complying with the requirements of the Stull Act.

Purpose of the Study

It is the purpose of this study to develop a process model for the evaluation of vocational and career education teachers which reflects the expectations and perceptions held by teachers, administrators, and students directly involved in vocational and career education. The extent to which 1) specific goals of vocational and career education are thought to be important, 2) selected elements of teacher competence are perceived as essential, and 3) ingredients thought to be associated with pupil progress such as teacher expectations and the learning environment are held in agreement by students, teachers, and administrators in vocational and career education programs will be explored and used in the formulation of the evaluation model. The specific questions the study will examine are:

1. To what extent do teachers, administrators, and students agree with elements of teacher competence selected to meet the requirements of the Stull Act?

2. To what extent do differences exist among teacher, administrator, and student perceptions of teacher expectations?

3. To what extent does agreement exist among teachers, administrators, and students relative to the stated goals of vocational and career education?

Significance of the Study

The growing dissatisfaction with the performance of public school students has resulted in several proposals designed to alleviate that situation. These proposals have taken many forms. One of these has been a legislative mandate in the State of California. Assembly Bill No. 293, known as the Stull Act, is a direct response to the lack of confidence held by many toward the public schools. Witness the words of the Author of the Stull Act:

> For a number of years, confidence in the public schools has been eroding, not only in California, but throughout the nation. The astronomical rise of taxes coupled with a growing dissatisfaction with the school product, account for the very general feeling of dismay....

The intent of the Stull Act is to improve the performance of all students by ensuring that school certificated personnel is held accountable for student performance.

The enactment of the Stull Act has caused school districts throughout California to evaluate teacher competency. The precise manner in which teachers are to be evaluated has been and is a subject of great debate. This is particularly true in the area of vocational and career education. Little has been done in developing adequate measures for teacher assessment and monitoring goal

achievement as required by the California State Plan for Vocational Education and in accordance with the Stu'l Act.

The importance of teacher evaluation is evident; however, the criteria used for evaluation vary widely. In this regard some of the criteria used to evaluate teachers include: (1) classroom atmosphere, record keeping abilities, the submission of lesson plans and other required reports, personal appearance, attendance, cooperation, and personality; (2) peer and professional relationships; (3) pupil progress; and (4) a combination of the above.

While it is rather clear that a case could be made to justify many of the above mentioned teacher evaluative criteria, the use of these criteria are subjects of continuing debate. For example, part of the debate on the use of pupil progress as an evaluative criterion results from the agreement that, if students are not performing at an acceptable or expected level upon entry into a particular class at the beginning of a school term then it is not likely that those students will perform on a par with other students, who had no initial deficiency, at the end of that school term. Thus, to evaluate unfavorably a teacher who is assigned many students with educational deficiencies who do not perform at the expected grade level at the end of a school term may be unfair. At another level, it can be argued that gifted or bright students from upper and middle class backgrounds will generally achieve well academically regardless of the teacher. Therefore, to evaluate a teacher favorably in this situation may be equally unfair. Both arguments are not without merit.

Evaluative processes that would eliminate the bias inherent in the fore-

going example, and or in other examples, represent an area of growing concern. This concern stems from the fact that the ingredients of teacher effectiveness and the manner in which these ingredients can be measured adequately are not universally acceptable. In spite of this, the evaluation of all teachers with some consideration of pupil progress is desirable. This is particularly true for the urban school districts in which large numbers of students do not perform well academically. The recognition of this latter point has been a major point in the demand for teacher accountability.

Teacher accountability may be effected through several means: voucher systems; performance contracting; financial incentives; behavioral objectives; program planning budgeting systems; and uniform accounting systems. Regardless of the method of accountability used the intent has been to ensure measurable student achievement. Hopefully, this study will provide an essential ingredient in the evaluative process of the vocational and career education teacher.

Limitation of the Study

The study is limited to twenty-five vocational and career education programs in the State of California. These programs vary in program sophistication, geographical location, and diversity of student population.

Summary

The present focus on vocational and career education is in response to an educational need. The direction of all educational emphasis of the past has been related to some historical need. Local, state, and federal governments are requiring school districts to provide a system of accountability for their monetary

investments.

The State of California has enacted legislation, Assembly Bill No. 293, known as the Stull Act, which provides for the evaluation of certificated personnel of the public schools. Given the mandate and uniqueness of the Stull Act, there is a need to develop an evaluation model which will assist school districts particularly in reference to teacher evaluation in vocational and career education.

In the next chapter pertinent literature will be reviewed.

## Chapter II

## REVIEW OF LITERATURE

The review of literature in this study is limited to that which is concerned with assessing teacher competency in general. Research efforts have not provided meaningful, measurable criteria of teacher effectiveness or educational accountability in vocational and career education. Assessment of teacher competency has been based primarily on teacher behavior, characteristics, personality, mental ability, educational training, student test scores, and verbal ability.

The Committee on Instrument for the Observation of Teaching Activities (I.O.T.A.) reported in a study, "Measuring Teacher Competence Research Backgrounds and Current Practices," that:

> The first formal studies in this field were instituted before the turn of the century. The number reported annually mounted to a peak of about sixty in 1930, and since has stabilized to about forty. Current developments, however, have created a resurgence of interest in the measurement of teacher competence. The obvious importance of education to national survival has aroused a concern for the quality of our schools which ultimately focuses attention on the question of teacher efficiency. The school administrator is accountable for reliable evidence that the school is staffed with competent teachers. The same concern for high quality in public education raises the question of high quality in programs for teacher preparation. The institutions are actively engaged in experimental activities to discover more efficient programs. Validation of program efficiency calls for evidence that more competent teachers are being produced.
>
> With the revival of interest, a reasonable estimate of the number of published researches on teacher competence approaches

> two thousand. It is unfortunate that the results from sixty years of research have not been commensurate with the expenditure of time and effort. They have, in fact, been conflicting and inconclusive to a degree that has led many otherwise rational members of the profession to a defeatist inference that teacher competence cannot be measured. It is difficult to reconcile this verdict with the fact that many major functions in education depend on the assumption that teacher competence is both variable and measurable. (I.O.T.A. 1964)

It is very clear that the conventional role of teacher evaluation, assessment of competency, and effectiveness shall be greatly modified under the provisions of the Stull Act. Lucio and McNeil corroborated that:

> In the past, the assessment of teacher performance has been dealt with in amorphous and diverse ways. Someone, in some fashion, remote or proximate to teaching, has been responsible for the evaluation of teacher performance. As a result, evaluations have been based upon every conceivable criterion, technique, and individual style imaginable. Because many assessment procedures have had little relation to teachers' essential tasks, the reasons for recurring criticisms by teachers and others are understandable. Research on problems of judging teacher performance has served to indicate the questionable value of some methods of assessment. (Lucio and McNeil 1962)

Teacher evaluation in relation to educational outcomes has become proliferated with a plethora of terms, definitions, schemes, and mechanisms. The problem of developing adequate criterion-referenced measures is needed. Stevens has indicated in "Psychology and the Science of Science," that the concepts of teacher effectiveness are defined in terms of the operations that produce them. These measures should include four basic characteristics, (a) relevance, (b) reliability, (c) freedom from bias, and (d) practicality.

William E. Brownell in "Criteria of Learning in Educational Research," proposed three classifications of teacher effectiveness criteria: (a) product

criteria that are defined by a set of goals toward which teaching is directed; (b) process criteria composed of aspects of teacher and student behaviors believed to be valuable for their assumed mediating effects on product criteria; and (c) presage criteria that are guessed predictions from a logical standpoint completely removed from the goals of education, as the bulk of research on teacher competence has used dependent variables that fall into this classification. (Ryans 1969)

In an effort to achieve a more systematic approach to educational accountability, some states mandated the Planning-Programming-Budgeting System (P.P.B.S.). The Planning-Programming-Budgeting System is a management tool for analyzing and evaluating an operation. It has not proven a panacea for education. Roger B. Worner states in his article, "Evaluating Instructional Programs," that:

> In most school districts, the inconsistency in basic skill content between two or more identical sections of a program or course is staggering enough to defy an attempt at evaluation.
> .....
>
> ...The development and implementation of a planning-programming-budgeting system (including the design of learner skills, objectives, performance criteria, criterion-referenced tests, and costs by program) holds great promise for school administrators. With expanded usage of PPBS in school districts, principals in particular will be able to employ factual data in making decisive judgments about the content and accountable direction of education in their schools. (Worner 1972)

M.C. Wittrock describes a new strategy for evaluation research in "The Evaluation of Instruction: Cause and Effect Relations in Naturalistic Data." He believes:

> ....that to evaluate instruction, one must measure at least three parts of instruction: 1) the environments of learning, 2) the intellectual and social processes of learners, and 3) the learning. Second, the relationships among these three parts of instruction must then be quantitatively estimated. New quantitative methods developed in statistics, econometrics, sociology, political science, and psychology are described for estimating cause and effect relations in non-experimental data, although more conventional techniques of multiple regression might also serve our purpose. (Wittrock 1969)

Wittrock maintains that the two purposes for evaluating instruction are to make decisions and judgments about instruction. School personnel make decisions about instruction and about the causes of learning. Researchers try to understand instruction and make generalizations about it and the cause and effect relations. However, most research data and methods are modestly designed to evaluate learners, learning or learning environments, but not for the more comprehensive problems of relating the learner's interactions with his environment to his learning. Wittrock's study of evaluation of instruction concludes that: (1) teachers, administrators, evaluators, and researchers are interested for different reasons in instruction occurring in non-experimental settings; (2) evaluation may be formal or informal, the explicitness of the variables and behavior distinguishes the formal from informal evaluation: (3) to measure what students have learned, changes in behavior must be measured; and (4) salient characteristics of environments need quantifying and relationships to intellectual and social processes, as well as student achievement should be measured. Wittrock views his study to be one of relationships between naturalistic learning environments and learners, and the criteria for learning. He states that:

> .....Evaluation studies should contribute not only to decisions about the specific instruction measured in each study but also to judgments, knowledge, and understanding of teaching and instruction. For too long we have compartmentalized theory and laboratory research from practice and naturalistic research. Because we now have useful methodological tools, in evaluation studies we should try to examine the cause and effect relations in instruction in schools, and we should try to obtain estimates of the probability of our explanations being wrong. My approach brings together educators, experimental psychologists, differential psychologists, sociologists, and statisticians to work on a significant problem of common interest -- the evaluation of instruction. (Wittrock 1969)

The writer is particularly interested in the Wittrock Approach to the evaluation of instruction. His approach has direct implications for Vocational and Career Education teacher effectiveness and evaluation. Although, research in utilizing Wittrock's approach is new and the benefits to be derived from his approach are not known at this time, it seems logical to pursue his theory. For the lack of better methodology, it does provide reduction of error variance in quantifying and explicating some of the relations which exist in instruction.

Rosenshine found that in an attempt to describe instruments used to assess variability in classroom behavior, to assess whether the teacher's performance agrees with specified criteria, to describe classroom interaction, and to determine relationships between observed classroom behavior and outcome measures that:

> Without adequate data on classroom transactions, it is difficult for an evaluator to make suggestions for the modification of an instructional program. .....Currently, three major needs are: greater specification of the teaching strategies to be used with instructional materials, improved observational instruments that attend to the context of the interactions and describe classroom interactions in more appropriate units than frequency counts, and more research into the relationship between classroom events and student outcome measures. (Rosenshine 1970)

Sjogren reported that in addition to observation systems, interaction analysis, matrix sampling, generalizability theory, computer-controlled testing, and mastery testing much work is needed for adequate technology. These needs are:

> (1) Prototypical studies and manuals for administering and interpreting studies using matrix sampling and generalizability theory are needed. Most of the work in these areas has been at the theory level, and even the few prototypical studies seem to be written for a specialized audience. Little application of the procedure will occur at the classroom, school and district level until the concepts and methods are translated for the evaluator working at such levels.....
>
> (2) The broadened concept of educational evaluation requires measurement and classification procedures for variables that are not psychological. Consequently much work is needed in adapting the methods of the social and behavioral sciences to educational evaluation. ....
>
> (3) The comprehensiveness of evaluation requires many decisions by the evaluator. Study is needed on viable procedures for decisions on what to measure and how to handle the mass of data. (Sjogren 1970)

Assessment of teacher performance by instructional program evaluation or terminal performance behaviors of students is the responsibility of the school administrator. Evaluative criteria are effective and operational only when desirable, reasonable, and relevant to the teachers and students. Objectives for instruction must be clearly defined and include some proviso for "side effects."

Program evaluation is a means of obtaining accurate descriptive information about the components of the educational structure. The administrator should know the purposes for which this descriptive information is obtained and types of information necessary to enable him to meet his objectives and make judgments or decisions. Misuse of information obtained from program evaluation can have adverse effects on the total school program. It is therefore important that the information be used by

trained personnel, teacher and administrator to cooperatively make the necessary decisions.

The third edition of the "California definition" of teacher competence has been published by the California Teachers' Association. The publication, "Six Areas of Teacher Competence," outlines six teaching roles and major functions.

Roles of the Teacher in Promoting Pupil Growth

Role 1: Director of Learning

1.1 Adapts principles of child growth and development to planning of learning activities.

1.11 Recognizes and deals with each pupil according to his needs.

1.12 Helps individuals acquire the skills of effective group membership.

1.13 Works closely with specialists, parents, and community agencies in the solution of physical and mental health problems.

1.14 Makes and uses pupil records in ascertaining needs, planning work and guiding the learning process.

1.2 Plans teaching-learning situations in accord with acceptable principles of learning.

1.21 Provides effective and continuing motivation.

1.211 Develops cooperatively with pupils objectives for large units of study, daily class work, and special activities.

1.212 Arranges for differentiated assignments to meet needs and abilities of individual pupils.

1.213 Uses a variety of instruments and techniques for keeping pupil informed of his progress.

1.22 Utilizes a variety of classroom activities.

1.23 Selects and uses a wide variety of instructional materials.

1.24 Provides abundant and varied opportunities for individual and group expression in appropriate creative fields.

1.25 Helps pupil make application of his experiences to many situations.

1.3 Demonstrates effective instructional procedures.

1.31 Provides a physical environment which facilitates learning.

1.32 Makes assignments skillfully.

1.33 Provides opportunities for wide participation.

1.4 Utilizes adequate evaluation procedures.

1.41 Carries on evaluation as an integral part of instruction.

1.42 Enlists cooperation of pupils and parents in developing programs of evaluation.

1.43 Uses a variety of devices and procedures.

1.44 Organizes and summarizes data for meaningful interpretation.

1.45 Reports to parents in terms of growth in knowledge, skills, attitudes and social behavior.

1.46 Uses evaluative evidence to improve teaching-learning experiences.

1.47 Leads the learner to assume an important role in the evaluation of his own growth and development.

1.5 Maintains an effective balance of freedom and security in the classroom.

1.51 Shows an honest liking and sincere regard for boys and girls.

1.52 Emphasizes responsible group living with standards of conduct comparatively determined.

1.53 Develops relations among pupils that are cooperative and natural.

1.54 Provides opportunities for pupils to develop qualities of leadership and of self-direction.

1.55 Plans management of classroom routine as a worthwhile learning experience for pupils.

Role 2: Counselor and Guidance Worker

2.1 Utilizes effective procedures for collecting information about each pupil.

2.11 Makes effective use of informal procedures: anecdotal records, interviews, questionnaires, check lists.

2.12 Utilizes standard tests.

2.121 Is familiar with the more useful ones in his own field.

2.122 Selects those most appropriate for his purpose.

2.13 Is skillful in constructing and using informal tests and sociometric devices.

2.131 Appraises the characteristics of the test.

2.132 Interprets test results.

2.14 Provides pupils and parents with adequate reports.

2.141 Bases grades and reports on cumulative records.

2.2 Uses diagnostic and remedial procedures effectively.

2.21 Identifies learning difficulties.

2.22 Knows common diagnostic and achievement tests in own and related fields.

2.23 Administers and interprets diagnostic and achievement tests.

2.24 Selects appropriate remedial materials for instruction in relation to pupil's level of achievement.

2.25 Reveals ability to work correctively with the pupil at the level of his abilities, achievements, and interests at the given time.

2.26 Prepares and uses accurate and adequate records.

2.261 Makes case studies.

2.262 Keeps cumulative records.

2.3 Helps the pupil to understand himself.

2.31 Establishes effective relationships with individual pupils.

2.311 Utilizes suitable counseling techniques.

2.312 Maintains effective relationship with the home.

2.32 Assists the pupil in self-evaluation.

2.321 Helps him to understand his own abilities and limitations.

2.322 Guides him in the analysis of his personal problems.

2.323 Assists him in defining realistic goals.

2.324 Directs him to sources of information on vocational opportunities and careers.

2.4 Works effectively with the specialized counseling services.

2.41 Recognizes serious problem cases.

2.42 Refers serious cases to the specialists, with adequate background information.

Liaison Roles of the Teacher

Role 3: Mediator of the Culture

3.1 Draws on a scholarly background to enrich cultural growth of pupils.

3.2 Directs individuals and groups to appropriate significant life application of classroom learning.

3.21 Utilizes his field of subject matter and/or general education in the solution of social, economic, scientific, and ethical problems.

3.22 Reveals the wide significance of his own subject matter field.

3.23 Develops an understanding of the interrelationships among the great disciplines.

3.3 Designs classroom activities to develop pupil ability and motivation for:

3.31 Finding democratic solutions to current social problems.

3.32 Recognizing and identifying key problems.

3.33 Understanding their inter-relationships and defining the issues.

3.4 Directs pupils in learning to use those materials from which they will continue to learn after leaving school.

3.41 Teaches pupils to locate information on current problems.

3.42 Utilizes effective activities to develop pupil skill in using such materials in analyzing current problems.

3.5 Develops pupil-attitudes and skills necessary for effective participation in a changing democratic society.

3.51 Uses democratic techniques and skills in teaching.

3.52 Provides for the use of democratic attitudes and skills by the pupils in the classrooms, through:

3.521 Teacher-pupil planning of problem units.

3.522 Development of effective discussion practices.

3.523 Guidance in effective committee and other group participation.

3.6 Helps his students acquire the values realized as ideals of democracy, such as:

3.61 Mutual respect.

3.62 Willingness and ability to cooperate in the solution of problems.

3.63 Willingness and ability to use intelligence in problem solving.

3.64 Goals and standards for effective living in our culture.

Role 4: Link with the Community

4.1 Utilizes available education resources of community in classroom procedures.

4.11 Invites parents and other adults to share hobbies, talents, and experiences with students.

4.12 Utilizes field trips to draw on community resources.

4.13 Interprets community to pupils through his own field and incidental activities.

4.14 Reveals to the public the significance of the school program through pupil activities in classroom, school, and community projects.

4.15 Initiates students into community responsibilities appropriate to their age level.

4.2 Secures cooperation of parents in school activities

4.21 Knows when and how to obtain assistance for school or class affairs.

4.22 Conforms with policies of Parent-Teacher Associations and other cooperating groups relating to cooperation with the school.

4.23 Encourages parents to visit regular classes and special school events.

4.24 Conducts individual and group parent conferences with increasing skill.

4.3 Assists lay groups in understanding modern education.

4.31 Participates effectively with various socio-economic groups.

4.32 Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.

4.33 Initiates opportunities to discuss educational problems and accomplishments with friends.

4.34 Accepts invitations to speak upon educational subjects.

4.35 Communicates effectively with the public as well as with members of the profession.

4.4 Participates in definition and solution of community problems relating to education.

4.41 Contributes to service in the community.

4.42 Participates as a member of the profession in school betterment programs, bond issues and legislative matters.

4.43 Draws upon reliable sources of information and assistance.

Program-Building Roles

Role 5: Member of the Staff

5.1 Contributes to the definition of the over-all aims of the school.

5.11 Works effectively with the public to define school aims.

5.12 Interprets the relationship of school program and activities to the desired aims.

5.13 Articulates his classroom objectives to those of the school.

5.2 Contributes to the development of a school program to achieve its objectives.

5.21 Participates effectively in all-school curriculum developments.

5.211 Utilizes effective procedures in curriculum building.

5.212 Demonstrates familiarity with current curricular projects and patterns.

5.22 Articulates his classroom program to the school curriculum.

5.3 Contributes to the effectiveness of over-all school activities.

5.31 Participates in planning and guidance of student activities.

5.32 Assumes appropriate administrative responsibility for operation of the school as a whole.

5.4 Cooperates effectively in the evaluation of the school program.

5.41 Can define school aims in terms suitable for evaluation.

5.42 Participates in collection of relevant evidence.

5.43 Interprets the evidence to indicate needed revisions in program and aims.

Role 6: A Member of the Profession

6.1 Demonstrates an appreciation of the social importance of the profession.

6.11 Renders appropriate service to society beyond that for which he has contracted.

6.12 Contributes to the honor and prestige of the profession by his personal conduct.

6.13 Actively seeks to upgrade professional standards through selective recruitment and retention programs.

6.14 Interprets to others the goals and practices of the profession.

6.2 Contributes to the development of professional standards.

6.21 Takes part in the development of a functional code of ethics.

6.22 Adheres to the accepted code of ethics.

6.23 Helps to enforce the code of ethics in upgrading standards of professional behavior.

6.24 Supports an adequate system of certification and accreditation.

6.25 Helps improve pre-service and in-service programs of preparation.

6.3 Contributes to the profession through its organizations.

6.31 Becomes a member of the organization.

6.32 Takes active part in the formulation of the organizational policies.

6.33 Supports the policy once formed until it is changed by the democratic process.

6.34 Seeks and supports legislative programs to improve the program of education as well as the economic and social status of the profession.

6.4 Takes a personal responsibility for his own professional growth.

6.41 Develops and tests more effective classroom procedures.

6.42 Keeps informed on current trends, tendencies, and practices in his field by use of professional literature.

6.43 Participates in conferences, workshops, etc., dealing with professional problems.

6.44 Enlarges his horizons through academic and non-academic experiences.

6.5 Acts on a systematic philosophy, critically adopted and consistently applied.

6.51 Expresses a systematic philosophy of education held with deep personal conviction.

6.52 Identifies and clarifies the philosophical assumptions underlying various and conflicting policies for his work in the six roles of professional practice.

6.53 Utilizes explicitly his philosophical views in making consistent choices of educational policies and practices. (Williams 1964)

Barak Rosenshine and Norma Furst acknowledged that there is insufficient information about teaching and the relationship between teacher's behavior and student learning in the classroom to design an adequate program in teacher education. The focus on performance criteria probably developed from emphasis in current literature on behavioral objectives in instruction and the series of experimental studies which have been conducted in teacher education, were designed to determine whether training procedures could modify the behavior of the teacher as measured by systematic observation. The results of those investigations indicated that training procedures which focused on specific behaviors were more effective

than traditional courses in changing teacher behavior. (Smith 1971)

> Data from studies made in high school teaching show that teachers spend much of their time covering content that requires but one common pattern of student thinking -- fact stating or cognitive memory. The research yields little evidence that teachers are concerned with any logical strategy of subject matter delineation (Bellack et al., 1966; Gallagher and Aschner, 1963; Smith et al., 1962, 1964, 1967).... Educational researchers have not provided those who train teachers with a repertoire of teaching skills which indicate to a teacher that if he increases behavior X and/or decreases behavior Y there will be a concomitant change in the cognitive or affective achievement of his students. (Smith 1971)

Rosenshine and Furst suggested four areas of research for promising variables which could be developed into performance criteria: laboratory studies, subject matter research, experimental classroom studies, and "process-product studies." Five variables have strong support from correlational studies investigated in process-product studies to date and six variables have less support but deserve future study. The five variables which indicated the strongest relationships with measures of student achievement are: clarity, variability, enthusiasm, task orientation and/or business-like behaviors, and student opportunity to learn. The six variables having less strong relationships are: use of student ideas and/or teacher indirectness, use of criticism, use of structuring comments, use of multiple level of discourse, probing, and perceived difficulty of the course.

E. Kuno Beller discusses "Teacher Evaluation: Why, What and How!" in an article. He feels that a comprehensive understanding of teacher evaluation requires inquiry into the purpose of such evaluation, what should be evaluated, and how should the evaluation be conducted?

## The Function of Teacher Evaluation

1. In the broadest sense, one might say that evaluation of the educational system is necessary because we want to determine whether the objectives of education are being achieved. However, any evaluation of teaching must come to grips with the definition of its objectives since the outcome of the evaluation can never be clearer than the objectives of the education which are being evaluated.

2. A second major objective of evaluation is to identify effective and ineffective teachers, to help administrators in the assignment, promotion, other changes in the status of teachers.

3. A third objective of evaluation may be its contribution to the improvement of education by providing a basis for inservice training and for supervisory activities. .....

4. Evaluation may provide a source of motivation and self-improvement, especially if the teaching staff is included in the planning of evaluation. Criteria for evaluation can serve as standards for excellence in teaching and if they are clearly and explicitly stated, and well publicized, they will help every teacher to know what is expected of him.....

5. Another important function of evaluation might be to give evidence of the quality of services rendered and thereby justify to the community the investment of public funds in educational institutions.

6. Finally, a major objective of evaluation could be to determine to what extent educational programs produce changes which are compatible with the goals of the culture. (Beller 1971)

## The Content of Evaluation

Beller and Katz in separate studies distinguished three aspects of teacher evaluation. These aspects are: role, style, and technique. Beller and Katz define teacher role as behavior which concerns the duties, and responsibilities, and functions of the teacher. More specifically, the instructional role refers to the development of cognitive skills, strategies, and interest in the child. Teacher

style refers to the personality traits and attitudes which are not a planned component of the teaching function. Teacher technique includes the specific strategies employed by the teacher to perform her role or accomplish her objectives.

Evaluation of Teacher Role

In examining the evaluation of the teacher role as perceived by the teacher and others, Bush in a separate study stated that, "teachers perceive their role to be that of purveying knowledge to students, directing their learning, and keeping the youngsters under direct control at all times." Administrators seem to agree with Bush in this definition, but they desire teachers to keep students happy. In another study by Twyman and Biddle which investigated the perception of teacher role by teachers, administrators, pupils, and parents found that teachers perceived themselves less in a disciplinarian role than did parents. Parents also indicated a greater role for the teacher in community affairs. In Beck's study to have students compare the pupil-centered teacher with the adult-centered teacher, it was found that the effective teacher was considered a friendly, warm, supportive person who communicated and motivated students to greater efforts.

> Sorensen, et al. who investigated divergent concepts of teacher role, found five dimensions of teacher role functioning: information giver, motivator, counselor, disciplinarian, and referrer. When teachers and non-teachers evaluate teacher role with regard to discrepancy between real and ideal teachers, it was found that young teachers perceived a greater discrepancy between teachers as they are and teachers as they ideally should be than was the case of older teachers. Younger people altogether, regardless of whether they are teachers or non-teachers, tend to assign a more pupil-centered role to teachers, while older people tend to assign a more adult-centered role to teachers.

> ...Kemp, who carried out a comparative study of the need of structures of teachers, administrators, and counselors, came to the conclusion that these three professionals cannot interchange roles without changing the purpose, functioning, and outcomes of their new roles and without failing to meet their own needs. However, one should not conclude from studies such as the one cited that teachers' roles cannot be modified without detrimental results. For example, Tuckman et al. investigated the possibility of modifying the discrepancy between teacher's self-perception of her role from the observer's perception of the teacher role. These investigators found that teachers change both the perception of their behavior as well as their behavior as a result of feedback. Moreover, it is known that some teachers can carry out multiple roles without feeling conflicted. (Beller 1971)

Evaluation of teacher roles should include data from all groups involved in the teaching process. These groups would include counselors, administrators, other professionals, para-professionals, parents and pupils. Education should be a community concern and the contributing groups should share in defining, re-defining and evaluating teacher roles.

Teacher Style

Teacher style is not necessarily a result of professional training, but derives from individual teacher experiences. Teacher style should be evaluated with regards to selecting and assigning teachers. Evaluative studies may be grouped into two categories relative to teacher style: (1) those related to personality outside the educational situation, and (2) those related to teacher effectiveness in the teaching process.

> ...Harvey et al. examined teacher belief systems with regard to such factors as ethnocentrism, use of platitudes and normative statements, belief in Divine fate control or Religious Fundamentalism. The investigators divided the teachers into abstract and concrete groups in which concreteness was associated with high scores on the items indicated above. The teachers were then rated

on the basis of observation of their behavior in the classroom. It was found that the more concrete teachers were more controlling, less warm, less perceptive of childrens' needs, less flexible in meeting these needs, and less relaxed in their relationship with children than abstract teachers. Thus, these investigators demonstrated a very clear relationship between a teacher's belief system and his teaching style. Paraskevopoulos found that Jungian character traits, such as Extroversion versus Introversion, Sensing versus Intuition, Thinking versus Feeling, and Judging versus Perceiving, related consistently to teaching style. For example, Sensing teachers were perceived as more friendly and warm than Intuitive teachers. Intuitive teachers were rated higher on understanding and flexibility. Sensing teachers responded more quickly to the needs of children but with less depth of understanding than Intuitive teachers. The same investigator also found that high divergent teachers were judged to be friendlier, warmer, and more understanding by their pupils than high convergent teachers.

Several studies have investigated relationships between teaching style and effectiveness of teaching. One group of investigators examined this relationship on the basis of judgments of both teaching style and teacher effectiveness by the same judges. One of these investigators, Kerlinger used a wide range of judges, i.e. professors of education, elementary and secondary teachers, and teachers from parochial and military schools. He found two major clusters for the effective teacher. One of these clusters, named traditional, associated effective teaching with being self-controlled, trustworthy, refined, industrious, reliable, healthy, moral, religious, and conscientious. The second cluster, which was named progressive, associated effective teaching with imagination, insight, warmth, openmindedness, flexibility, sympathy, sensitivity, patience, and sincerity. Hamachek concluded after a representative review of the research literature concerning aspects of good and bad teachers that good teachers are basically warm, responsive, flexible individuals who seem as sensitive to relationship variables as they are to cognitive variables.

Bullock reports that superintendents considered principals effective who manifested personality traits such as ambition, ability to relate well to people, confidence, and a tendency to be energetic. Watkins investigated the hypothesis that effective leadership in task-oriented groups is characterized by an impersonal style of the leader in his relationship with group members. The study did not confirm this hypothesis. Watkins found that an impersonal principal was less aware of his teachers' feelings and values, and inhibited teacher self-actualization. (Beller 1971)

Beller indicated the limitations of these studies were that teacher effectiveness and personality or style characteristics of teachers were not investigated as separate variables. Nor was teacher effectiveness explicitly measured or defined. Few studies have taken care to separate the measurement of teacher effectiveness and teacher style.

> ...Heil and Washbourne grouped teachers on the basis of their responses to an interest schedule into three groups: (a) turbulent, impulsive, variable; (b) self-controlling, orderly, work-oriented; (c) fearful. On the basis of observations in the classroom and academic progress, they found that b teachers were most effective, and c teachers least effective, academically and socially. B- teachers were especially effective with opposing and wavering children. A- teachers were quite ineffective with opposing and wavering children, but were found to be successful in teaching mathematics and science.
>
> Scott observed children of teachers who fell at both extremes of an effective continuum as judged by supervisors. Effective teachers were found to exhibit more positive and less negative emotional feeling tone in their contacts with the children, were more involved and showed more spontaneity than ineffective teachers. (Beller 1971)

Teacher Technique

The major need in teacher evaluation is in the area of teacher techniques, outcomes or products of teaching. Some have declared great advances in the refinement in measuring and evaluating a teacher's technique, the focus on patterns of techniques, and the study of teacher-pupil interaction.

> ...Rosenshine and Furst conclude that among a series of teaching techniques, clarity, enthusiasm, and task orientation were found to be consistently and significantly related to improved performance of students. Positive but weaker support was found for the effectiveness of such single techniques as use of criticism, use of student ideas, probing or encouraging a student to elaborate on his answer, and perceived difficulty of the course.

> ...Soar found a higher ratio of inquiry to drill activity most effective in producing better pupil achievement. Thompson and Bowers found that an equal mixture of convergent and divergent questions were most successful in producing results in students. A third finding along the same line has been that combinations of praise and criticism have yielded positive relationships and academic achievement as the proportion of praise increased and exceeded criticism. There are other types of patterms of teaching techniques which have been studied and evaluated. One example is use of student ideas which represents a breakdown of elaborating student responses in particular ways, i.e. acknowledging, modifying, applying, comparing, and summarizing what was said by an individual student. Another use of patterning of techniques can be seen in studies of variability which refers to the use of various cognitive levels of discourse and the use of a variety of instructional materials and classroom techniques by the same teacher. Beller found in a recent study that the use of a variety of teaching techniques was positively correlated with the child's ability to learn a cognitive problem solving task. Rosenshine and Furst cite eight studies in which variability as defined here resulted in significant improvement of pupil performance. (Beller 1971)

It is well to consider at this point the several major circumstances which may influence the teacher's effectiveness: (1) the environment in which the teacher is being observed; (2) the background variables of the teacher; and (3) pupil characteristics.

> ...Prescott, et al. found that teacher functioning varied as a result of center size. Teachers in large centers were found to make more frequent use of control and restraint and to emphasize rules of social living; teachers in medium-sized centers were found to use more often encouragement as a technique and to emphasize pleasure, creativity, and interaction with other children rather than obedience and rules of social living; teachers in small centers related more closely and intimately with the children than teachers in large centers. Another environmental condition which was found to affect teacher functioning was the particular program unit or activity setting in which the teacher was observed. Prescott also found that the amount of training was an important condition for teacher functioning. As a teacher's amount of training increased, her attitudes toward authority became less arbitrary and her abilities of warmth increased. ...With regard to characteristics of children affecting teacher functioning Prescott found that the child's social class had an appreciable effect on

> teacher behavior. For example, teachers of children in low-income centers were less likely than teachers in other centers to show affection for individual children. Teachers serving high-income families were particularly prone to giving individualized affection to children.
>
> ...DeGroat and Thompson found that more intelligent children received more approval from teachers than less intelligent children. ...Hoehn found that teachers had more favorable contacts with children of higher academic achievement, while Wilensky found that teachers spend more time with brighter children. ...Herman, et al. found that children with above-average intelligence benefited more than other children from pupil-centered teaching technique. (Beller 1971)

The literature reviewed above presents a basis for understanding the teaching environment, background variables of the teacher and some pupil characteristics. These studies merely skirt the issues in establishing relationship patterns in teacher behavior and student outcomes. There is doubt that specific criteria for teacher effectiveness can be found. However, with reference to teacher performance, outcome or product of teaching Hughes recommended a set of criteria which provided a broader base for the objectives or goals of teaching.

> ...She suggests as appropriate areas of outcome a student's confidence and independence, his capacity to become involved in content, his ability to remain open to experience and to continue to be a learner, his development of responsible self-discipline that contributes to personal and socially desirable productivity, his creativity, changes in a wide range of his intellectual and emotional capacities and, finally, his ability and readiness to become a caring individual. Increased concern with these proposed factors in the evaluation of teachers, as well as pupils, is recommended because it may broaden the base of teacher evaluation and make it more meaningful in terms of the hidden agenda of both society and individuals with regard to their stakes in educational programs. (Beller 1971)

Method of Evaluation

Beller states three factors to consider in the evaluation of the teaching function. These factors should be broad and encompass a variety of processes.

> ...A study of teacher evaluation must, at the outset, state the relevant factors which are controlled and specified because they may effect the functioning of the teacher or method of teaching being evaluated.
>
> ...The investigator must go beyond stating and testing his hypothesis for the value of the teaching technique he is investigating by spelling out the underlying rationale or theory for the effectiveness of the method he proposes to investigate.
>
> ...A third factor which must characterize the evaluative study is the employment of a research design in which there is a baseline measure of the performance of pupils before they are exposed to the special technique and post measure, as well as the presence of the control group for which pre and post measures are available without the intervening special teaching technique. (Beller 1971)

Henry S. Dyer in a paper "Toward Objective Criteria of Professional Accountability in the Schools of New York City," reported that the concept of joint accountability embraced three general principles in the schools.

> 1. The professional staff of a school is to be held collectively responsible for knowing as much as it can (a) about the intellectual and personal-social development of the pupils in its charge and (b) about the conditions and educational services that may be facilitating or impending the pupils' development.
>
> 2. The professional staff of a school is to be held collectively responsible for using this knowledge as best it can to maximize the development of its pupils toward certain clearly defined and agreed-upon pupil performance objectives.
>
> 3. The board of education has a corresponding responsibility to provide the means and technical assistance whereby the staff of each school can acquire, interpret, and use the information necessary for carrying out the two foregoing functions. (Browder 1971)

Dr. Gordon A. Sabine conducted a "YOUTHPOLL" on "How Students Rate Their Schools and Teachers," through the American College Testing Program in 1970. The survey instrument included one hundred items. The students surveyed were starting their senior year in high school or had just graduated from high school. Dr. Sabine presented six hundred comments as stated by the students. He did not attempt to analyze, or channel the responses into any prearranged categories. Three of every four students expressing an attitude had a negative response about their school experience. A vast majority of these negative responses were directed at teachers, and the learning environment in the classroom. Many students felt that they were short-changed, while other students participating in the survey felt that the "best" teachers influenced their lives. All students affirmed the importance of the high school teacher and the high school experience. (Sabine 1971)

Sorenson and Gross presented a frame work for describing six postulated manageable categories. The variety of data which a survey of expert opinion showed to be important to teacher evaluators were three non instructional variables: (1) the teacher's relation with his subordinates; (2) his manner and appearance; and (3) his managerial and housekeeping skills. The other three categories related to instructional variables: (1) the kinds of instruction variables endorsed by the teacher; (2) the kinds of methods of instruction he employs; and (3) the kinds of relations the teacher maintains with his pupils. Each of the categories includes two or more sub-classes. Three sub-classes of objectives are defined in terms of the kinds of pupil behavior the teacher is trying to bring about. The study is based on the assumption that a teacher is said to be "good" only when he satisfied someone's

expectations. People differ in what they expect from teachers, and that a scheme for evaluating teachers and for predicting teacher effectiveness must take those differences into account. The findings supported the assumption that the subjects differ in their educational beliefs and that many people will become upset if confronted with evidence that others whom they hold in high esteem see the "good" teacher differently. (Sorenson and Gross 1967)

McFadden and Schenck developed a prototype of a practical system of teacher appraisal which should satisfy the needs of management and at the same time omitted criteria that produced fear and anxiety among teachers and between management. The system for effective teaching included: (1) a clear definition; (2) clear, meaningful standards; and (3) a method of self-appraisal. In the area of self-appraisal the following guidelines were developed for using their system.

1. Teacher performs self-appraisal.....
2. Outside appraiser serves an an advisor.
3. The appraiser's classroom observations are used to provide further insight and directions.
4. The appraiser consults with the teacher periodically to check on his progress.

> While the bases for appraisal as developed here are sound, the benefits of this method will increase as the principles of teaching effectiveness and related critical incidents are refined as a result of more operating experience. (McFadden and Schenck 1970)

A study by Oliver in 1967 to determine the relative effectiveness of informational feedback from supervisors, students, and students and supervisors combined as a means of improving the teacher image of beginning and experienced vocational teachers is relevant to this investigation. Two hundred and eighty-six vocational teachers were categorized into groups based on years of teaching experience and

randomly assigned one of the four feedback conditions: (1) supervisors only; (2) grades 10, 11, and 13, students only; (3) supervisors and students combined; and (4) a control group which received no feedback. The findings were: (1) there were significant differences in teacher effectiveness as observed by the students; (2) the various sources of informational feedback were not equally effective; (3) the most experienced teachers (11 years and over) were least receptive to feedback as compared to the intermediate experienced group of teachers (4-10 years) and those with limited teaching experience (1-3 years). Oliver concluded that student feedback during the first 10 years of teaching can be used as an effective method of improving teacher effectiveness as seen by students. (Oliver 1967)

Gilbert in a longitudinal study of homemaking teacher effectiveness explored the usefulness of clinical judgments to predict teacher success. The definition of clinical judgment is involving the ability to make sound decisions after gathering and evaluating all pertinent data, weighing possible alternatives in view of past experiences or normative probabilities, and arriving at solutions which reflect basic science orientation. Analyses showed significant differences among judges, subjects, and measures and that correlation of judges estimations and composite success scores was not feasible. (Gilbert 1966)

Burkhart treats four main questions: (1) What is wrong with the existing system of certification and teacher education? (2) Why propose performance evaluation? (3) How would performance evaluation work? and (4) If adopted, what steps can be taken to implement this as a total program? It was found that in answer to the first question, teacher certification and education are not effective. The

existing system of certification and teacher education have been related to input to teacher preparation, inconsistent, and not concerned with performance, output, or the ability to bring about learning. The answer to the second question involved two issues: a) the extent to which the school is responsible as an agent for shaping the society in which we live; and b) the extent to which the responsibility for evaluative judgments ought to be based on self-assessments rather than those of some authority. These approaches emphasize individualized training of teachers, employing micro-teaching and systematic feedback according to grids or checklists. Employ self-assessment with peer and supervisor evaluation. Encourage the development of professional skills relating to a wide range of cognitive, affective and sensory motor learning tasks.

The third question, "How does pupil learning relate to the determination of performance certification?" Behavior which elicits some kind of appropriate change in pupil behavior, is the kind of behavior that teachers should demonstrate. The last question which was concerned with implementation of the findings showed a need for revision in the college systems and the personalization of teacher-learning experiences; provide feedback to the college student about himself; and follow through on self-evaluations with performance evaluation included during probationary teaching period which is an adjunct to certification. (Burkhart 1969)

Summary

It is concluded from this review of literature that reforms in assessing teacher effectiveness are needed. The object of teaching is to bring about learning.

Learning depends on teacher-student interaction. Single teacher or student variables such as: (1) culture; (2) age; (3) personality characteristics; (4) curriculum; and (5) environment in which teaching takes place influences to a great extent learning and teaching behaviors.

Teacher preparation has been inconsistent and inadequate. Performance criteria and self-appraisal should become an integral part of the teacher training program with feedback to prospective teachers before granting certification. The process should include goal statements; observed measurable behavior; and achievement of objectives.

There have been differences of opinions among educators, students, parents and tax payers relative to "Who is responsible when students fail to learn?" Assessment of teacher effectiveness has different meanings to different evaluators. The purpose for assessing teacher effectiveness is to make decisions and judgments about teacher competence.

Evaluative criteria specifically designed in vocational and career education to meet the provisions of the Stull Act are non-existent. The literature reviewed related to general assessment of teacher effectiveness in education. An ERIC Clearinghouse search on teacher evaluation in career and vocational education produced only one study with direct implications for this investigation. It is therefore, desirable that a model for the evaluation of teachers in vocational and career education be developed.

## Chapter III

# METHODOLOGY

In this section of the study, the description of research sites, the procedures for sample selection, data collection, data analysis, and the instruments for collecting data from teachers, administrators, and students will be discussed.

## Research Sites

Six public school districts and one county regional occupational program participated in this study. These districts and the one county program were selected by their respective administrators in accordance with the California State Plan for Vocational Education.* These sites represented a cross section of vocational and career education programs within the state. The sites selected varied in program sophistication, geographical location, and diversity of student population.

The school districts and the county school program used in this study will not be identified by names for purposes of confidentiality. The description of each participating site follows:

School District A - This district is located in a northern rural city of

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*The California State Plan for Vocational Education is an official agreement between the U.S. Commissioner of Education and the California State Board of Education, which provides policies and procedures that apply to the operation of the various phases of vocational education that qualify for financial support from VEA 1968 (P.L. 90-576).

the state. It has a total school district secondary enrollment of 4,747 students, and an enrollment of 2,000 students in vocational and career education programs. The district with the help of school personnel and a community task force developed a set of comprehensive guidelines for "Evaluation of Certificated Personnel" in accordance with the Stull Act. Included in the guidelines are goals for vocational and career education programs accompanied by general criteria for personnel evaluation with clearly delineated functions. Teachers, peers, and administrators will be involved in the evaluation process.

School District B - The district is a coastal, industrial, suburban, unified school district having a total school district secondary enrollment of 11,737 students. There are 4,230 students enrolled in 16 vocational and career education programs. The district is focusing on an elaborate program management systems approach to evaluation developed by the staff to satisfy its Stull Act requirements. The district tried job descriptions for evaluating certificated personnel which proved to be ineffective. Certificated personnel will be evaluated by self-appraisal, supervisors, principals, and vocational coordinators. Criteria have not been clearly outlined nor defined.

School District C - The mid-state unified school district has a total student enrollment of 6,512 and an enrollment of 1,470 students in 14 vocational and career education programs. The district developed

job descriptions for certificated personnel and developed forms for teachers to identify specific objectives for his or her professional assignment. Formal observations and conferences are scheduled during the year with a final evaluation conference. Teachers and principals are involved in the evaluation process.

School District D - This district is located in a rural section, mid-state. It is a union school district with a total student enrollment of 2,000. There are 1,800 students enrolled in approximately 8 vocational and career education programs. The district has evaluative criteria for the probationary teachers. Teachers and administrators are working with a community advisory committee to establish evaluative criteria in accordance with the Stull Act. Job descriptions are not used in this district.

School District E - There are 6,000 students enrolled in this affluent, suburban, union school district. Approximately 500 students are enrolled in 8 vocational and career education programs. The decentralized district guidelines for teacher evaluation were developed by a district personnel committee. The evaluation function is to be implemented in each school by the principal, department, the teacher to be evaluated and students.

School District F - This district is located in the southern part of the state. It has a total enrollment of 742,000 students, the largest urban school district in California. There are 87,879 students

enrolled in 16 duplicated vocational and career education programs. The school site used in this study had a total school enrollment of 2,100 with 500 students enrolled in 13 vocational and career education programs. The district is decentralized. Each school has guidelines for evaluating certificated personnel, job descriptions, and forms for evaluative purposes developed by the central office and disseminated to the district schools. Teachers and administrators are involved in the evaluation process for meeting the requirements of the Stull Act.

School District G - The county regional occupational program located in the northern Bay Area of California has a total student enrollment of 394 in 9 vocational and career education programs. Guidelines for certificated personnel evaluation are incorporated in the county's "Evaluation of Certificated Personnel Guidelines." Job descriptions are included with other evaluative criteria. Teachers and administrators are involved in the evaluative process.

## Sample Selection

This study included twenty-five vocational and career education programs selected from the participating districts and the county program described in the research site section of this chapter. Within each participating district the administrator or vocational and career education coordinator selected varied programs which offered occupational training in accordance with the California State Plan for Vocational Education. Students, teachers and administrators within each selected program were randomly selected for inclusion in the survey. Variables

such as grade level, age, and sex of the participating students were not included or identified in the sample.

Data Collection

Data for this study were obtained from: (1) two questionnaires, one administered to teachers and administrators, and one administered to students; (2) interviews of vocational and career education program coordinators and administrators; and (3) district guidelines developed for the implementation of the provisions of the Stull Act.

The questionnaires were developed by the researcher. These questionnaires were nearly identical and designed to 1) obtain information on student development in the cognitive, affective and psychomotor domains, 2) information relative to the Stull Act, and 3) information on teacher competency. The "California Definition" of teacher competence, published by the California Teachers Association outlines six major areas of teacher competence and was used in part as a basis for the formulation of the questionnaires. The six areas of teacher competence are: (1) director of learning; (2) counselor and guidance worker; (3) mediator of the culture; (4) link with the community; (5) member of the school staff; and (6) member of the profession. The three areas chosen as a part of the study were: (1) director of learning; (2) counselor and guidance worker; and (3) link with the community. Although, three areas were not named as a major part of the study, indirectly, these areas were included in the study. The three major areas used are identified under "Elements of Teacher Competence." It was believed that the three areas chosen were more closely related to the teacher of vocational and career education. The

basic goals for Vocational and Career Education were adapted from "A Curriculum Guide for Food Education and Service Training." (Henry 1971) Each questionnaire contained three major parts: (1) roles of the participants; (2) perceptions of the learning environment; and (3) stated vocational and career education goals.

A pre-test was made of the questionnaires using a group of teachers, administrators, and students in a suburban community of Northern California. On the basis of the pre-test, questionnaire revisions were made for the purposes of clarity and comprehension. The final form of the questionnaires is displayed in Appendix C.

Letters were mailed to the superintendents of each school district and the one county program selected for this study explaining the study and requesting permission to coordinate the data collection process with the vocational and career education coordinator or contact person for the district or county office. The responses were most favorable. Dates were confirmed for interviews and for administering the questionnaires. (See Appendix C.)

Each district's vocational and career education coordinator distributed appropriate questionnaires to teachers and students in the selected vocational and career education programs of that district. Completed questionnaires were collected by the designated vocational and career education coordinator in each district and returned by mail to the researcher. In spite of the existing negative feelings surrounding the implementation of the Stull Act, teachers and administrators of vocational and career education responded promptly to the request for information for the study.

The interview agenda (see Appendix C) consisting of eight items was developed and used for each interview conducted with the vocational and career

coordinators and administrators. In addition to obtaining demographic information relating to the total school program in each district included in the study, the researcher was able to gain insight into the general attitudes and sentiments of certificated personnel within each district toward the intent and implementation of the Stull Act. The interviews varied from twenty minutes to forty minutes per coordinator or administrator interviewed.

It was anticipated in the initial planning of this study that parents would complete a questionnaire and that teaching roles and styles would be observed. However, it was determined that parents were not a part of the school-teacher-learner interaction and their "input" might be inconclusive or prejudiced by the opinions of others. Observation of teaching roles and styles were not utilized due to the general negative attitudes and feelings held in regard to the requirements of the Stull Act. Also, a systematic method necessary to obtain data based on teaching roles and styles would require more time and planning.

Data Analysis

Data for this study is reported in percentages. Yule's Q Association Coefficient for Pairs of Percentages (see Appendix E) is used for the statistical analysis of the data. The Q Values are interpreted according to the strength of the linear correlation as formulated by Marascuilo (see Appendix E). Yule's Q Association Coefficient for Pairs of Percentages was selected for the data analysis due to its non-dependance on sample size for any two percentages. (Davis 1965)

Summary

In this chapter the research sites, the procedures for sample selection, and

data collection, and how the data were analyzed were described. The instruments developed for the data collection were also discussed.

In the next chapter research findings will be discussed.

# Chapter IV

## FINDINGS

The data collected explored three major research questions: (1) To what extent do teachers, administrators, and students agree with the elements of teacher competence selected to meet the requirements of the Stull Act? (2) To what extent do differences exist among teacher, administrator, and student perceptions of teacher expectations? and (3) To what extent does agreement exist among teachers, administrators, and students relative to the stated goals of vocational and career education?

Questionnaires were distributed to a combined total of seventy teachers and administrators and nine hundred forty-five students in the school districts and the county program selected for this study. Teachers returned twenty-four completed questionnaires, representing thirty-four percent of the teacher-administrator questionnaires and administrators returned fifteen completed questionnaires representing twenty-one percent. The combined total teacher-administrator completed questionnaires was thirty-nine, representing a total combined return rate of fifty-five percent. Five hundred sixty-five completed questionnaires were returned from the student participants representing a return rate of sixty percent.

The interviews were held to obtain demographic information about the research sites and to gain insight into the prevailing attitudes and sentiments of the implementation of the Stull Act. Four of the questions included in the interview

agenda were included on the questionnaire. (See Appendix C.) Guidelines, copies of job descriptions, and other data relative to the implementation of the Stull Act were obtained from the coordinator or administrator. This information is included in the description of the research sites in Chapter III.

The first concern of the study was to identify relevant areas of teacher competence as required by the Stull Act. It can be recalled that areas selected were discussed in Chapters II and III. From the questionnaire information was obtained regarding the perceptions of teachers, administrators, and students in assessing teacher competence. The three areas of teacher competence selected for this study are shown in Table 1, which includes the "Combined Perceptions of Teachers, Administrators, and Students." The data presented in Table 1 were obtained from identical questions from the teacher-administrator and student questionnaires. The data are presented in percentages.

The Q Values are used to show the strength of the linear relationship of association between pairs of percentages. These Q Values are interpreted according to Marascuilo's formulated data, see Appendix E. The "Yes" responses were used to determine the correlation values due to the low responses from participants in the "No" and "I Don't Know" categories. "Strong" or "perfect" correlation indicate similarities between the two groups. "Weak" correlation indicate dissimilar agreement.

An examination of the questionnaire reveals that there is considerable agreement among teacher, administrators, and students on elements thought to be essential in measuring teacher competence. A comparison of teacher responses with ad-

TABLE 1

COMBINED PERCEPTIONS OF TEACHERS, ADMINISTRATORS, AND STUDENTS
OF ELEMENTS OF TEACHER COMPETENCE
(Expressed in Percentage)

| Elements of Teacher Competence | Teacher N = 24 | | | Administrator N = 15 | | | Students N = 565 | | | Q Values of "Yes" Responses** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Director of Learning | Yes | No | Don't Know* | Yes | No | Don't Know* | Yes | No | Don't Know* | Teacher vs. Admin. | Teacher vs. Students | Admin. vs. Students |
| Demonstrates leadership by careful planning and organizing educational activities. | 96% | 0% | 4% | 73% | 20% | 7% | 78% | 13% | 9% | .80 | .74 | -.13 |
| Provides clearly defined, written educational goals and objectives. | 79% | 13% | 8% | 80% | 20% | 0% | 76% | 17% | 7% | -.03 | .09 | .12 |
| Provides assistance for attaining specific teaching and learning objectives | 87% | 13% | 0% | 86% | 7% | 7% | 86% | 8% | 6% | .04 | .04 | — |
| Provides clearly outlined measures of student progress. | 87% | 0% | 13% | 60% | 27% | 13% | 74% | 17% | 9% | .63 | .40 | -.31 |
| Makes books, supplies, and equipment easily available. | 79% | 17% | 4% | 100% | 0% | 0% | 86% | 6% | 8% | -1.00 | -.24 | 1.00 |
| Requires realistic and attainable assignments. | 87% | 13% | 0% | 93% | 7% | 0% | 77% | 13% | 10% | -.33 | .33 | .60 |
| Establishes schedules and routine tasks to meet student needs. | 88% | 4% | 8% | 86% | 7% | 7% | 74% | 13% | 13% | .09 | .44 | .37 |
| Directs classroom activities for the convenience of students. | 83% | 13% | 4% | 80% | 13% | 7% | 70% | 20% | 10% | .10 | .35 | .26 |
| Conducts meaningful classroom activities with an attitude of friendliness and feeling of mutual interest. | 100% | 0% | 0% | 93% | 7% | 0% | 81% | 10% | 9% | 1.00 | 1.00 | .51 |
| Manages educational activities to maintain orderliness and attentiveness providing rich creative experiences. | 92% | 4% | 4% | 86% | 7% | 7% | 67% | 20% | 13% | .30 | .70 | .50 |
| Evaluates after sufficient observation. | 100% | 0% | 0% | 86% | 13% | 0% | 65% | 12% | 23% | 1.00 | 1.00 | .54 |
| Directs educational experiences to qualify students for employment or next level of training. | 92% | 4% | 4% | 93% | 0% | 7% | 79% | 8% | 13% | -.14 | .51 | .56 |

*Due to the low responses from the participants in the "No" and "I Don't Know" categories, those percentages were not statistically analyzed.

**Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association Coefficient for Pairs of Percentages. Unites States of America: National Opinion Research Center, 1965

TABLE 1 (continued)

| Elements of Teacher Competence | Teacher N = 24 | | | Administrator N = 15 | | | Students N = 565 | | | Q Values of "Yes" Responses** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Don't Know* | Yes | No | Don't Know* | Yes | No | Don't Know* | Teacher vs. Admin. | Teacher vs. Students | Admin. vs. Students |
| **Guidance Counselor** | | | | | | | | | | | | |
| Demonstrates maturity by not becoming upset when others express opinions that differ with those of teachers or administrators. | 100% | 0% | 0% | 93% | 0% | 7% | 87% | 8% | 5% | 1.00 | 1.00 | .33 |
| Defends others against unwarranted attacks and criticism. | 100% | 0% | 0% | 100% | 0% | 0% | 50% | 18% | 32% | -- | 1.00 | 1.00 |
| Gives recognition to achievement of others. | 100% | 0% | 0% | 86% | 7% | 7% | 73% | 15% | 12% | 1.00 | 1.00 | .39 |
| Makes good use of criticism by not allowing behavior to affect progress of others. | 83% | 4% | 13% | 93% | 0% | 7% | 65% | 23% | 12% | -.46 | .65 | .75 |
| Respected by students. | 87% | 0% | 13% | 93% | 0% | 7% | 78% | 9% | 13% | -.33 | .31 | .58 |
| Respected by other teachers and administrators. | 87% | 0% | 13% | 93% | 7% | 0% | 49% | 1% | 49% | -.33 | .75 | .87 |
| **Community Involvement** | | | | | | | | | | | | |
| Respected by parents and community. | 75% | 0% | 25% | 80% | 7% | 13% | 40% | 3% | 57% | -.14 | .64 | .71 |
| Maintains school-community advisory committee for accomplishing Vocational and Career Education assignment. | 54% | 33% | 13% | 100% | 0% | 0% | 80% | 7% | 13% | -1.00 | -.55 | 1.00 |

*Due to the low responses from the participants in the "No" and "I Don't Know" categories, those percentages were not statistically analyzed.

**Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association Coefficient for Pairs of Percentages. United States of America: National Opinion Research Center, 1965.

ministrator responses, and with student responses in Table 1, showed a "perfect" correlation in: "conducting meaningful classroom activities with an attitude of friendliness and feeling of mutual interest; evaluating after sufficient observation; demonstrating maturity by not becoming upset when others express opinions that differ with those of teachers and administrators; defends others against unwarranted attacks or criticism; and giving recognition to the achievement of others." However, a comparison of administrator responses with student responses showed a "moderate" to "weak" correlation in the same areas except for "defends others against unwarranted attacks and criticism," which had a "perfect" correlation.

Responses of teachers, administrators, and students showed "very weak" to "no" correlation in: "provides clearly defined, written educational goals and objectives; establishes schedules and routine tasks to meet student needs; and directs classroom acitivites for the convenience of students."

When responses of teachers versus administrators were compared with responses of teachers versus students a "very strong" correlation was found in: "demonstrates leadership by careful planning and organizing educational activities," while a "very weak" correlation was found in the responses of administrators versus students.

The three groups varied in their responses regarding: "provides clearly outlined measures of student progress." Responses of teachers versus administrators indicated a "strong" correlation, while the responses of teachers versus students indicated a "weak" to "moderate correlation. The responses of the administrators versus students indicated a "very weak" correlation.

The responses of teachers versus administrators indicated less "moderate" to "perfect" correlation to the "Elements of Teacher Competence" than the responses of teachers versus students. The responses of administrators versus students showed a stronger relationship in responses of "moderate" to "perfect" correlation than any of the three comparison groups. The responses of the teacher versus students were evenly distributed among the items.

Teachers and administrators showed "weak" to "no" correlation of responses in: "makes books, supplies, and equipment easily available; requires realistic and attainable assignments; directs educational experiences to qualify students for employment or the next level of training; makes good use of criticism by not allowing behavior to affect progress of others; respected by students; respected by other teachers and other administrators; respected by parents and the community; and maintains school-community advisory committee for accomplishing Vocational and Career Education assignment." The responses of the administrator and students indicated a "moderate" to "perfect" correlation for the identical items.

The students seemed less informed about the "Elements of Teacher Competence" or teacher expectations as included in the questionnaire than the teachers or administrators. The administrators indicated more positive responses to the items listed on the questionnaire than the teachers or students. The teacher and student responses were more closely related than the responses of the administrators and students.

Given the findings in Table 1, as discussed above, there are differences of opinions that exist among teacher, administrators, and students with regard to their

perceptions of teacher expectations.

At another level students were asked to respond to eight questions listed on the questionnaire relating to their learning environment. Table 2, displays the "Students Perceptions of Teachers in the Learning Environment." The largest percentage of responses was in the "Yes" category.

The students expressed their perceptions about their vocational and career training environment, and the conditions of the classroom that hindered learning. Forty percent felt their training was worthwhile and twenty percent felt it was most worthwhile. One factor which hindered learning in the classroom as reported by thirty-eight percent of the students was "Interference by other students." The students did not feel that their training was too difficult, nor that the teachers taught too far above the students for any meaningful comprehension. Most students felt that the classroom was comfortable and that they had ample supplies and equipment to accomplish the goals of their training.

Twenty-six percent of the students indicated a need for "less homework," twenty-two percent wanted "fewer tests," and sixteen percent wanted "less extra work." Some students indicated by statements on the questionnaire that they did not want their programs changed. They preferred to continue their training as started. Several students indicated by writing additional comments on the questionnaire that they were placed in the vocational training programs and could not foresee any need for that training.

Data presented in Table 2, relate directly to the implementation of the Stull Act. Corresponding questions were not included on the teacher and

TABLE 2

COMBINED STUDENT PERCEPTIONS OF TEACHERS IN THE LEARNING ENVIRONMENT

(Expressed in Percentage)

| Learning Environment | Students N = 565 | | |
|---|---|---|---|
| | Yes | No | I Don't Know |
| Is the teacher helpful in handling unexpected problems in the classroom? | 86% | 5% | 9% |
| Does your vocational education teacher provide clear and consistent direction? | 89% | 8% | 3% |
| Does the teacher get along well with other teachers and faculty members? | 51% | 9% | 40% |
| Is the teacher responsible and dependable in assisting students? | 91% | 6% | 3% |
| Does the teacher seek to lessen the homework burden of students? | 67% | 19% | 14% |
| Is the teacher helpful and not a hindrance to your achievement? | 88% | 6% | 6% |
| Does the teacher seem fair in grading and evaluating students? | 74% | 13% | 13% |
| Does the present vocational program have value for you now and for the future? | 80% | 7% | 13% |

administrator questionnaire. However, other questions relating to the implementation of the Stull Act were included and will be discussed later in the text. Therefore, the data in Table 2, were not compared nor were the Q Values determined.

In analyzing the data relative to the stated goals of Vocational and Career Education teachers, administrators, and students were asked to respond to "Already Knew," "Not Taught," and "Taught" categories on the questionnaire. Q Values of "Taught" responses were used to show the strength of the linear relationship of association. Due to the low responses in "Already Knew" and "Not Taught" these categories were eliminated from the analysis. Data from this part of the questionnaire are shown in Table 3.

Teacher responses versus administrator responses showed "very weak" to "no" correlation for seventeen of the twenty goals presented. The three basic goals receiving a "moderate" to "strong" correlation were: (1) "that careers are open in many areas of vocational interest, (2) how to get along with other students, teachers, and employers, and (3) to work with all types of people." Teacher responses versus student responses showed four basic goals having "weak" or "no" correlation. Those goals were: "how to set-up and operate equipment available in the classroom;" "how to keep an inventory of supplies and equipment;" "how to make a purchase order;" and "how to supervise others in group work." Administrator responses versus student responses indicated only one goal without a correlation factor, "how to set-up and operate the equipment available in the classroom."

The responses from students inciated that students "Already Knew" more about the subject area than teachers and administrators recognized. This problem

TABLE 3

COMBINED PERCEPTIONS OF TEACHERS, ADMINISTRATORS, AND STUDENTS REGARDING BASIC GOALS FOR VOCATIONAL AND CAREER EDUCATION
(Expressed in Percentage)

| Basic Goals for Vocational and Career Education | Teachers N = 24 | | | Administrators N = 15 | | | Students N = 565 | | | Q Values of "Taught" Responses** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| During classroom experiences students were taught: | Knew* | Not taught* | Taught | Knew* | Not taught* | Taught | Knew* | Not taught* | Taught | Teachers vs. Admin. | Teachers vs. Students | Admin. vs. Students |
| ...that careers are open in many areas of vocational interest. | 17% | 0% | 92% | 33% | 0% | 60% | 61% | 8% | 31% | .77 | .92 | .54 |
| ...how to get along with other students, teachers, and employers. | 21% | 4% | 92% | 40% | 13% | 68% | 62% | 18% | 20% | .69 | .96 | .79 |
| ...how to set-up and operate the equipment available in the classroom. | 13% | 13% | 83% | 20% | 0% | 73% | 23% | 10% | 67% | .29 | .41 | .14 |
| ...that the application for employment is necessary and confidential. | 8% | 21% | 75% | 0% | 27% | 60% | 51% | 18% | 31% | .33 | .74 | .54 |
| ...how to be interviewed | 4% | 33% | 67% | 0% | 20% | 73% | 25% | 34% | 34% | -.14 | .60 | .68 |
| ...how to clean the classroom or work area after each activity. | 4% | 13% | 87% | 7% | 0% | 87% | 42% | 16% | 42% | .00 | .80 | .80 |
| ...how to keep an inventory of supplies and equipment | 4% | 67% | 33% | 7% | 13% | 67% | 27% | 40% | 32% | -.61 | .02 | .62 |
| ...how to make a purchase order | 4% | 58% | 42% | 13% | 20% | 67% | 20% | 42% | 29% | -.47 | .28 | .67 |
| ...how to demonstrate enthusiasm for occupational training by one's personal appearance. | 4% | 17% | 75% | 7% | 7% | 93% | 38% | 24% | 30% | -.63 | .75 | .94 |

*Due to the low responses from participants in the "Already Knew" and "Not Taught" categories, those percentages were not statistically analyzed.
**Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association Coefficient for Pairs of Percentages. United States of America: National Opinion Research Center, 1965.

TABLE 3 (continued)

| Basic Goals for Vocational and Career Education | Teacher N = 24 | | | Administrators N = 15 | | | Students N = 565 | | | Q Values of "Taught" Responses** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| During classroom experiences students were taught: | Knew* | Not taught* | Taught | Knew* | Not taught* | Taught | Knew* | Not taught* | Taught | Teachers vs. Admin. | Teachers vs. Students | Admin. vs. Students |
| ...that given a task to perform, students demonstrate their ability and pride in work well done by thoroughly completing that task using any creative skills to improve the appearance of the product or service produced. | 13% | 8% | 87% | 13% | 0% | 87% | 35% | 17% | 37% | .00 | .84 | .84 |
| ...to become dependable and punctual in all class, job, and related activities. | 13% | 0% | 96% | 13% | 0% | 93% | 49% | 13% | 34% | .29 | .96 | .93 |
| ...that management has different expectations and requirements of employees. | 4% | 21% | 79% | 7% | 0% | 93% | 42% | 20% | 32% | -.56 | .78 | .93 |
| ...to read and interpret rules, regulations, contracts, and other related information regarding employment. | 4% | 33% | 62% | 0% | 13% | 80% | 34% | 24% | 33% | -.42 | .54 | .78 |
| ...to listen, understand, and follow directions. | 17% | 4% | 87% | 13% | 7% | 80% | 59% | 5% | 28% | .25 | .89 | .82 |
| ...to work with all types of people. | 25% | 17% | 75% | 0% | 7% | 93% | 58% | 12% | 27% | .63 | .78 | .95 |
| ...how to maintain a safe, clean, and uncluttered work area. | 4% | 8% | 92% | 7% | 7% | 86% | 51% | 11% | 32% | .30 | .92 | .86 |
| ...to observe health and safety rules. | 13% | 13% | 83% | 7% | 0% | 100% | 50% | 9% | 35% | -1.00 | .80 | 1.00 |
| ...a skill for entry-level employment. | 8% | 17% | 83% | 7% | 0% | 100% | 18% | 29% | 43% | -1.00 | .73 | 1.00 |
| ...additional skills for increasing earning ability. | 4% | 21% | 79% | 0% | 13% | 80% | 16% | 24% | 50% | -.03 | .58 | .60 |
| ...how to supervise others in group work. | 4% | 50% | 50% | 0% | 20% | 68% | 27% | 35% | 29% | -.36 | .42 | .68 |

*Due to the low responses from participants in the "Already Knew" and "Not Taught" categories, those percentages were not statistically analyzed.
**Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association Coefficient for Pairs of Percentages. United States of America: National Opinion Research Center, 1965.

could be alleviated if pre-tests were used to determine what the student knew upon enrolling in the vocational and career training program, or post-tests were used to determine what the student has learned during the training program. These tests do not necessarily need to be pencil and paper tests. Teachers might develop an individual student ability profile or case history to determine student capabilities. In this study no measure was included to validate the "Already Knew" responses.

From Table 4, it is shown that the responses of teachers and administrators have "very weak" to "no" correlation strength of the linear relationship in the implementation of the Stull Act. An analysis of seventeen items on the teachers and administrators questionnaire revealed that the Q Values for the responses of teachers versus administrators in the "Yes" category showed a "very weak" correlation. In the "No" category, questions: "Are evaluators known and competent to evaluate the evaluatee? Do you perform adjunct duties? What measures are available for assessing pupil progress...test scores, skills? and Does the process criteria for teacher evaluation include assessment of physical, professional, and administrative resources?" had "no" correlation.

A "strong" to "very strong" correlation was shown for: "Are you involved in the evaluation process of your school? Do you have a written job description? What measures are available for assessing pupil progress...job placement? A "moderate" to "strong" correlation was shown for "I Don't Know" category to questions: "Are school district criteria available and formally adopted for assessing 'proper control' and 'suitable learning environment'? What measures are available for assessing pupil progress...rating scales...others? and Does the process criteria

TABLE 4

COMBINED PERCEPTIONS OF TEACHERS AND ADMINISTRATORS
IN THE IMPLEMENTATION OF THE STULL ACT
(Expressed in Percentage)

| Implementation of the Stull Act | Teachers N = 24 | | | Administrators N = 15 | | | Q Values* Teachers vs. Administrators | | |
|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Don't Know | Yes | No | Don't Know | Yes | No | Don't Know |
| Does your district have clearly written process criteria for teacher evaluation? | 50% | 29% | 21% | 40% | 47% | 13% | .20 | -.37 | .28 |
| Are evaluators known and competent to evaluate the evaluatee? | 37% | 25% | 38% | 53% | 27% | 20% | -.32 | .00 | .42 |
| Do you have a written job description? | 54% | 42% | 4% | 87% | 13% | 0% | -.70 | .66 | .00 |
| Are you involved in the evaluation process of your school? | 58% | 42% | 0% | 93% | 7% | 0% | -.81 | .81 | .00 |
| Did you write your job description? | 33% | 67% | 0% | 47% | 53% | 0% | -.29 | .29 | .00 |
| Do you make a self-appraisal of your job performance? | 92% | 8% | 0% | 80% | 20% | 0% | .48 | -.48 | .00 |
| Do you perform adjunct duties? | 71% | 29% | 0% | 73% | 27% | 0% | -.05 | .05 | .00 |
| Does your district have adopted guidelines for assignment of adjunct duties? | 33% | 42% | 25% | 27% | 53% | 20% | .14 | .22 | .14 |
| Does your district have adopted procedures for review and reassessment of the school's evaluation process? | 37% | 21% | 42% | 40% | 33% | 27% | -.06 | .30 | .32 |
| Are school district criteria available and formally adopted for assessing "proper control and suitable learning environment"? | 33% | 21% | 46% | 40% | 40% | 20% | -.15 | -.43 | .55 |

*Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association for Pairs of Percentages. United States of America: National Opinion Research Center, 1965.

TABLE 4 (Continued)

| Implementation of the Stull Act | Teachers N = 24 | | | Administrators N = 15 | | | Q Values* Teachers vs. Administrators | | |
|---|---|---|---|---|---|---|---|---|---|
| | Yes | No | Don't Know | Yes | No | Don't Know | Yes | No | Don't Know |
| What measures are available for assessing pupil progress? | | | | | | | | | |
| Test Scores | 83% | 13% | 4% | 87% | 13% | 0% | -.16 | .00 | .00 |
| Skills | 87% | 0% | 13% | 93% | 0% | 7% | -.33 | .00 | .33 |
| Job Placement | 42% | 33% | 25% | 87% | 0% | 13% | -.80 | .96 | .38 |
| Grades | 79% | 13% | 8% | 73% | 7% | 20% | .16 | .33 | -.93 |
| Rating Scale | 12% | 80% | 8% | 7% | 93% | 0% | .29 | -.54 | .79 |
| Other | 12% | 80% | 8% | 13% | 87% | 0% | -.05 | -.25 | .79 |
| Does the process criteria for teacher evaluation include assessment of physical, professional, and administrative resources? | 33% | 25% | 42% | 60% | 27% | 13% | -.51 | -.05 | .66 |

*Calculations from: Davis, James A., Gilman, Richard. and Schick, Judith. Tables for Yule's Q Association for Pairs of Percentages. United States of America: National Opinion Research Center, 1965.

for teacher evaluation include assessment of physical, professional, and administrative resources?" The major distinction between the teachers and the administrators indicated a "weak" to "strong" correlation in the "I Don't Know" category. Teachers in contrast to administrators knew little about the evaluators and the competency of the evaluator to evaluate. From the data collected it is evident that teachers and administrators know very little about the total implementation of the Stull Act. The typical correlation ranged from "very weak" to "no" correlation of strength of the linear relationship.

Summary

The data collected for this study explored three research questions. The findings for each question are summarized below.

1. To what extent do teachers, administrators, and students agree with the selected elements of teacher competence to meet the requirements of the Stull Act?

   Teachers and administrators responded to identical questions regarding the implementation of the Stull Act. These items are shown in Table 4. The findings indicated a "weak" to "strong" correlation in the "I Don't Know" category. Teachers indicated that little was known about the evaluation process. Administrators indicated that very little was known about the implementation of the Stull Act. Students were asked to respond to other questions regarding the learning environment, some responses are shown in Table 2. Most students felt

favorably about their vocational and career education training. The one factor reported from the questionnaire with reference to the Stull Act, was that learning was hindered in the classroom by interference of other students.

2. To what extent do differences exist among teacher, administrator, and student perceptions of teacher expectations?

There is considerable agreement among the participants on twenty-five percent of the items presented in Table 1. Twenty-five percent of the items presented showed "very weak" to "no" correlation of association. Fifty percent of the items listed in Table 1, and believed to be essential in assessing teacher competence showed disagreement among teachers, administrators, and students. The students were less informed in this area than the teachers and administrators.

3. To what extent does agreement exist among teachers, administrators, and students relative to the stated goals of vocational and career education?

Significant differences in agreement exist with teachers, administrators, and students in response to this research question. The responses from students indicated that students "Already Knew" more about the subject area than the teacher or administrator recognized. Teachers and administrators showed a "very weak" correlation to seventeen of the twenty items presented in Table 3. This information needs additional investigation. No measure was

required to validate the "Already Knew" responses.

Problem areas were revealed in the findings of this study relevant to meeting the requirements of the Stull Act. Teacher, administrator, and student perceptions vary in their expectation of teachers. Trends in the data obtained from the study strongly indicate a greater need for communication between the teachers and administrators in understanding the basic goals, concepts, objectives, and the evaluative process in vocational and career education. The researcher expected some inconsistency in the strength of the linear relationship of association, but not in the areas indicated, nor to the extent of disagreement.

These findings will be used to formulate the process model for this study.

# Chapter V

## SUMMARY AND RECOMMENDATIONS

Given the mandate of the Stull Act, school districts in the State of California are required to establish a uniform procedure for the "Evaluation and Assessment of the Performance of Certificated Employees." Measuring teacher effectiveness and more specifically appraising student "output" as a by-product in determining a teacher's success or failure represents one of the most difficult elements in specifying educational outcomes. This is particularly true in vocational and career education. Performance criteria has not been clearly identified.

This study was designed to formulate a model needed for assessing teacher competence in vocational and career education as required by the Stull Act. In this regard three major research questions were examined: (1) To what extent do teachers, administrators, and students agree with elements of teacher competence selected to meet the requirements of the Stull Act? (2) To what extent do differences exist among teacher, administrator, and student perceptions of teacher expectations? and (3) To what extent does agreement exist among teachers, administrators, and students relative to the stated goals of vocational and career education?

The data collection process included administering two nearly identical questionnaires to teachers, administrators, and students; interviewing vocational

and career education coordinators and administrators; and reviewing established guidelines for teacher evaluation in the various districts utilized in this study. The programs selected included six public schools and one county regional occupational program. The vocational and career education coordinator or administrator selected each program in that district in accordance with the California State Plan for Vocational Education. The participating programs in the study represented a sampling of vocational and career education programs in the state. These programs varied in geographical location, program sophistication, and diversity of student population.

Based on the examination of data collected for this study, several specific areas of elements of teacher competence held to be essential in assessing teacher effectiveness were revealed. From Table 1, Chapter IV, the following items were found to have weak or low correlation. These items require significant attention of teachers and administrators:

1. Providing clearly defined, written vocational goals and objectives.
2. Providing assistance for attaining specific teaching and learning objectives.
3. Establishing schedules and routine tasks to meet student needs.
4. Directing classroom activities for the convenience of students.
5. Providing clearly outlined measures of student progress.
6. Making books, supplies, and equipment easily available.
7. Requiring realistic and attainable assignments.
8. Directing educational experiences to qualify students for employment or the next level of training.

9. Making good use of criticism by not allowing behavior to affect the progress of others.

10. Gaining respect of students, other teachers, and other administrators, parents and community.

11. Maintaining an advisory committee for accomplishing the Vocational and Career Education assignment.

From the stated goals of vocational and career education included in Table 3, Chapter IV, it was determined that attention should be given to:

1. How to set-up and operate the equipment available in the classroom.

2. How to keep an inventory of supplies and equipment.

3. To read and interpret rules, regulations, contracts, and other related information regarding employment.

4. How to make a purchase order.

5. Learn additional skills for increasing earning ability.

6. How to supervise others in group work.

The Stull Act in its present form is an area of great concern to many. Tables Numbers 2 and 4 of Chapter IV showed that very little is known about the implementation of the Stull Act. A review of the research sites and the criteria obtained regarding the implementation of the Stull Act indicated the many and varied ways in which districts are attempting to implement the Stull Act. The Stull Act does not clearly address the cognitive, affective or psychomotor domains in vocational and career education. Confusion exists primarily due to the inability of the practitioners of education to uniformly establish standards of expected progress in each area of study, and techniques for the assessment of that progress.

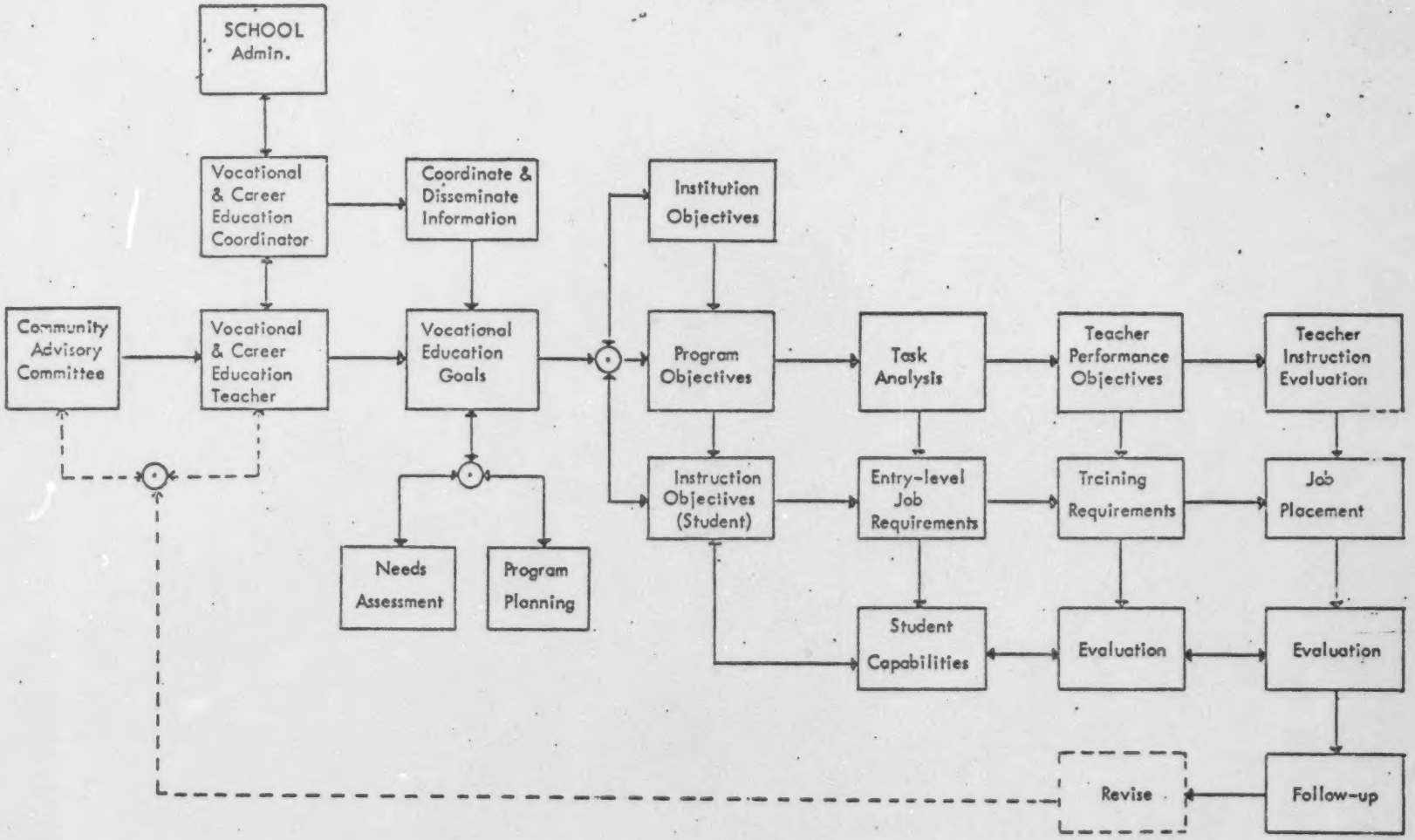
The analysis of the data further indicated a need for educational accountability in vocational and career education. The data included in the Tables of Chapter IV, along with other supporting data indicate a need for an assessment model for evaluating teachers of vocational and career education. The key to effective evaluation of teacher and student performance is to make the educational experiences operational. The design for an evaluation process should include clearly defined, written educational goals and objectives, outlined measures for assessing student progress and the conditions under which these activities are to occur. The decision-making, accountability, and evaluation processes must be incorporated into the over-all design.

The process model presented in this chapter was developed by the researcher to give an overview of the roles of the school, vocational and career education coordinator, advisory committee, students, and teachers in the instructional program and the evaluation process. The model presented is a basic model. Additional sub-systems may be developed to meet the needs of a particular area, school, or program. To accomplish the operational process the elements of teacher performance must be outlined in quantifiable terms parallel to expected student performance or expected outcomes.

The individual student who will benefit from the program and proven results from various teaching strategies should have a high priority in the evaluation and assessment of vocational and career education teachers. The areas of student capabilities were not fully discussed in this study. However, for any meaningful educational program evaluation or teacher effectiveness, student capabilities must

## INSTRUCTIONAL PROGRAM AND TEACHER EVALUATION

### PROCESS MODEL



be taken into consideration. The model presented includes components for: student capabilities, program planning, evaluation, and follow-up. Each area on the model should be developed into operational terms with time allocated for achieving each component to provide effective measurement. The role of the school administrator and the vocational and career education coordinator were not included. The focus in this study is on the role of the teacher and the evaluation process. Evaluation is a tool to be used continuously as an integral part of any teaching-learning process. In accordance with the previous discussion the process model was developed.

The Model

The model as presented in this study focuses on the role of the teacher utilizing "input" from the school, the vocational and career education coordinator and the advisory committee in establishing a vocational and/or career education program. The components indicated above during program planning help to design the program and prioritize the goals and objectives based on institutional goals and needs assessment.

The model includes three levels of objectives: institutional, program, and instructional. In formulating the objectives for students and teachers, a task analysis should accompany the program objectives outlining the role of the teacher in the school setting for providing entry-level skill training to students in consideration of student capabilities.

From the task analysis teacher performance objectives are developed in accordance with job requirements and the school environment. Teacher and student

performance is measured by evaluation of program and instructional objectives. This function is accomplished at the classroom level utilizing available evaluation measures or by job placement.

Students do not always display the best of their abilities while in a classroom or learning situation, therefore in the follow-up, student capabilities should be viewed carefully. When warranted, programs, teaching strategies, and learning situations should be revised to reflect the needs indicated after evaluation and student follow-up.

## Concluding Remarks

It is rather difficult to predict the magnitude of the evaluation process required by the Stull Act. Certificated personnel face a very serious problem in setting goals for which they are to be held accountable. As school districts of California seek to implement the provisions of the Stull Act, other mandates have been introduced in the Legislature of California to amend and repeal sections of the Education Code relating to the evaluation of certificated school personnel. Assembly Bill 302, introduced by Assemblymen Berman and Waxman, February 8, 1973, and Senate Bill 64, introduced by Senator Dymally, January 16, 1973, and amended in the Senate February 27, 1973, are examples of the effort to restructure the evaluation process as provided in the Stull Act. (See Appendix F.)

A summary of the legislation by the states of the nation in the area of accountability and assessment of education as presented by the Cooperative Accountability Project, indicates that twenty-three states have enacted legislation.

Sixteen states have legislation being introduced. Nine states have no legislation. Five states have specific legislation for the "Evaluation of Professional Employees." Three states have a "Uniform Accounting System." Sixteen states have a state-wide testing assessment program. Five states are using "Program Planning Budgeting Systems." (Hawthorne 1972)

Many approaches are being implemented in an attempt to make appropriate decisions and judgments about educational programs and personnel. The experimental approach to teacher evaluation as related to pupil achievement is in its infancy. It is desired that the evaluation of vocational and career education programs, personnel, and the relevant dimensions will be used to improve the total vocational and career education environment. Although sub-systems were not developed to accompany the model, it is desired that this model will be useful in teacher and program evaluation.

## RECOMMENDATIONS

The Stull Act is the legal provision in the State of California for evaluating its certificated personnel of the public schools. Since no state-wide curriculum is enforced, and the California State Plan for Vocational Education (see Appendix G) is the one systematic method for providing continuity in vocational and career education it is recommended that:

1. The California State Department of Education, through its Vocational Education Section provide more leadership to school districts in assisting teachers to make vocational and career education curriculums operational and monitor the management function of these programs.
2. The percentage of the total educational progress for students in vocational and career education should be determined for the effective assessment of teachers, since vocational and career education programs are departmentalized allowing students and teachers to interact for short periods of time and the Stull Act addresses the total progress of the student.
3. Additional research is needed. Vital findings from such research will help perfect the art of teacher evaluation in vocational and career education programs.

4. The California Legislature and State Board of Education should enact the necessary criteria for assessing the competence of all certificated personnel employed by the public schools, for each subject area, K-14, supported by the state to meet the expectations of the Stull Act.

# APPENDIXES

# APPENDIX A

**Assembly Bill No. 293***

## CHAPTER 361

*An act to amend Sections 13403, 13404, 13404.5, 13405, 13406, 13407, 13408, 13409, 13410, 13412, and 13439 of, to add Sections 13413, and 13414 to, to add Article 5.5 (commencing with Section 13485) to Chapter 2 of Division 10 of, and to repeal Sections 13413, 13414, 13415, 13416, 13417, 13418, 13419, 13420, 13421, 13422, 13423, 13424, 13425, 13426, 13427, 13428, 13429, 13430, 13431, 13432, 13433, 13434, 13435, 13436, 13437, 13438, and 13440 of, the Education Code, relating to certificated employees.*

[Approved by Governor July 20, 1971. Filed with Secretary of State July 20, 1971.]

*The people of the State of California do enact as follows:*

SECTION 1. Section 13403 of the Education Code is amended to read:

13403. No permanent employee shall be dismissed except for one or more of the following causes:

(a) Immoral or unprofessional conduct.

(b) Commission, aiding, or advocating the commission of acts of criminal syndicalism, as prohibited by Chapter 188, Statutes of 1919, or in any amendment thereof.

(c) Dishonesty.

(d) Incompetency.

(e) Evident unfitness for service.

(f) Physical or mental condition unfitting him to instruct or associate with children.

(g) Persistent violation of or refusal to obey the school laws of the state or reasonable regulations prescribed for the government of the public schools by the State Board of Education or by the governing board of the school district employing him.

(h) Conviction of a felony or of any crime involving moral turpitude.

(i) Violation of Section 9031 of this code or conduct specified in Section 1028 of the Government Code, added by Chapter 1418 of the Statutes of 1947.

(j) Violation of any provision in Sections 12952 to 12958, inclusive, of this code.

(k) Knowing membership by the employee in the Communist Party.

SEC. 2. Section 13404 of the Education Code is amended to read:

*Stull, Ryan, and Rodda
California's new tenure law

13404. Upon the filing of written charges, duly signed and verified by the person filing them, with the governing board of the school district, or upon a written statement of charges formulated by the governing board, charging that there exists cause for the dismissal of a permanent employee of the district, the governing board may, upon majority vote, except as provided in this article if it deems the action necessary, give notice to the permanent employee of its intention to dismiss him at the expiration of 30 days from the date of service of the notice, unless the employee demands a hearing as provided in this article.

Any written statement of charges of unprofessional conduct or incompetency shall specify instances of behavior and the acts or omissions constituting the charge so that the teacher will be able to prepare his defense. It shall, where applicable, state the statutes and rules which the teacher is alleged to have violated, but it shall also set forth the facts relevant to each occasion of alleged unprofessional conduct or incompetency.

SEC. 3. Section 13404.5 of the Education Code is amended to read:

13404.5. No report on the fitness of a teacher in a dismissal proceeding shall be received from a statewide professional organization by a governing board unless the teacher shall have been given, prior to the preparation of the report in its final form, the opportunity to submit in writing his or her comments on the report and unless a copy of the report in final form is given to the teacher investigated at least 10 days prior to its submission to the board.

Such a report shall not be distributed other than to the governing board and those persons participating in its preparation, unless the teacher does not demand a hearing as provided by Section 13406.

SEC. 4. Section 13405 of the Education Code is amended to read:

13405. The notice shall not be given between May 15th and September 15th in any year. It shall be in writing and be served upon the employee personally or by United States registered mail addressed to him at his last known address. A copy of the charges filed, together with a copy of the provisions of this article, shall be attached to the notice.

SEC. 5. Section 13406 of the Education Code is amended to read:

13406. If the employee does not demand a hearing by filing a written request for hearing with the governing board, he may be dismissed at the expiration of the 30-day period.

SEC. 6. Section 13407 of the Education Code is amended to read:

13407. The governing board of any school district shall not act upon any charges of unprofessional conduct or incompetency unless during the preceding term or half school year prior to the date of the filing of the charge, and at least 90 days prior to the date of the filing, the board or its authorized representative has given the employee against whom the charge is filed, written notice of the unprofessional conduct or incompetency, specifying the nature thereof with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his faults and overcome the grounds for such charge. The written notice shall include the evaluation made pursuant to Article 5.5 (commencing with Section 13485) of this chapter. "Unprofessional conduct" and "incompetency" as used in this section means, and refers only to, the unprofessional conduct and incompetency particularly specified as a cause for dismissal in Section 13403 and does not include any other cause for dismissal specified in that section.

SEC. 7. Section 13408 of the Education Code is amended to read:

13408. Upon the filing of written charges, duly signed and verified by the person filing them with the governing board of a school district, or upon a written statement of charges formulated by the governing board, charging a permanent employee of the district with immoral conduct, conviction of a felony or of any crime involving moral turpitude, with incompetency due to mental disability, with willful refusal to perform regular assignments without reasonable cause, as prescribed by reasonable rules and regulations of the employing school district, with violation of Section 9031, with knowing membership by the employee in the Communist Party or with violation of any provision in Sections 12952 to 12958, inclusive, the governing board may, if it deems such action necessary, immediately suspend the employee from his duties and give notice to him of his suspension, and that 30 days after service of the notice, he will be dismissed, unless he demands a hearing.

If the permanent employee is suspended upon charges of knowing membership by the employee in the Communist Party or for any violation of Section 9031, 12952, 12953, 12954, 12957, or 12958, he may within 10 days after service upon him of notice of such suspension file with the governing board a verified denial, in writing, of the charges. In such event the permanent employee who demands a hearing within the 30 day period shall continue to be paid his regular salary during the period of suspension and until the entry of the decision of the Commission on Professional Competence, if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the

amount of salary so paid to him during the period of suspension in case the decision of the Commission on Professional Competence is that he shall be dismissed. If it is determined that the employee may not be dismissed, the school district shall reimburse the employee for the cost of the bond.

SEC. 8. Section 13409 of the Education Code is amended to read:

13409. Whenever any certificated employee of a school district is charged with the commission of any sex offense as defined in Section 12912 by complaint, information or indictment filed in a court of competent jurisdiction, the governing board of the school district shall immediately place the employee upon compulsory leave of absence for a period of time extending for not more than 10 days after the date of the entry of the judgment in the proceedings. The governing board of the school district may extend the compulsory leave of absence of the employee beyond such period by giving notice to the employee within 10 days after the entry of judgment in the proceedings that the employee will be dismissed at the expiration of 30 days from the date of service of the notice, unless the employee demands a hearing as provided in this article.

Any employee placed upon compulsory leave of absence pursuant to this section shall continue to be paid his regular salary during the period of his compulsory leave of absence if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the amount of salary so paid to him during the period of the compulsory leave of absence in case the employee is convicted of such charges, or fails or refuses to return to service following an acquittal of the offense or dismissal of the charges. If the employee is acquitted of the offense, or the charges against him are dismissed, the school district shall reimburse the employee for the cost of the bond upon his return to service in the school district.

If the employee does not elect to furnish bond, or other security acceptable to the governing board of the district, and if the employee is acquitted of the offense, or the charges against him are dismissed, the school district shall pay to the employee his full compensation for the period of the compulsory leave of absence upon his return to service in the school district.

Whenever any certificated employee of a school district is charged with the commission of any narcotics offense as defined in Section 12912.5, or a violation of subdivision 1 of Section 261 of the Penal Code, Sections 11530 to 11532, inclusive, 11540, or 11910 to 11915, inclusive, insofar as such

sections relate to subdivision (c) of Section 11901, of the Health and Safety Code, by complaint, information, or indictment filed in a court of competent jurisdiction, the governing board of the school district may immediately place the employee upon compulsory leave in accordance with the procedure in this section.

SEC. 9. Section 13410 of the Education Code is amended to read:

13410. The notice of suspension and intention to dismiss, shall be in writing and be served upon the employee personally or by United States registered mail addressed to the employee at his last known address. A copy of the charges filed, together with a copy of the provisions of this article, shall be attached to the notice. If the employee does not demand a hearing within the 30-day period, he may be dismissed upon the expiration of 30 days after service of the notice.

SEC. 10. Section 13412 of the Education Code is amended to read:

13412. When any employee who has been served with notice of the governing board's intention to dismiss him demands a hearing, the governing board shall have the option either (a) to rescind its action, or (b) schedule a hearing on the matter.

SEC. 11. Section 13413 of the Education Code is repealed.

SEC. 12. Section 13413 is added to the Education Code, to read:

13413. In the event a hearing is requested by the employee, the hearing shall be commenced within 60 days from the date of the employee's demand for a hearing. The hearing shall be conducted and a decision made in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, and the Commission on Professional Competence shall have all the power granted to an agency therein.

No witness shall be permitted to testify at the hearing except upon oath or affirmation. No testimony shall be given or evidence introduced relating to matters which occurred more than four years prior to the date of the filing of the notice. Evidence of records regularly kept by the governing board concerning the employee may be introduced, but no decision relating to the dismissal or suspension of any employee shall be made based on charges or evidence of any nature relating to matters occurring more than four years prior to the filing of the notice.

In those causes specified in subdivisions (b), (f), (h), (i), (j), and (k) of Section 13403, the hearing shall be conducted by a hearing officer whose decision shall be binding on the board. In the event the employee is charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of

Section 13403, the hearing shall be conducted by a Commission on Professional Competence. One member of the panel shall be selected by the employee, one member shall be selected by the governing board, and one member shall be a hearing officer of the State Office of Administrative Procedure who shall be chairman and a voting member of the competency panel and shall be responsible for assuring that the legal rights of the employee are protected at the hearing. If either the governing board or the employee for any reason fails to select a commission member at least seven days prior to the date of the hearing, such failure shall constitute a waiver of the right to selection, and the county board of education or its specific designee shall immediately make the selection. When the county board of education is also the governing board of the school district, the selection shall be made by the Superintendent of Public Instruction, who shall be reimbursed by the school district for all costs incident to the selection.

The member selected by the governing board and the member selected by the employee shall have at least five years' experience in the specific educational function of the accused as set forth in Section 13055.

In those instances where the employee has been charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of Section 13403, the decision shall be made, by a majority vote, by the Commission on Professional Competence which shall prepare a written decision containing findings of fact, determinations of issues and a disposition either:

(a) That the employee should be dismissed.

(b) That the employee should not be dismissed.

In those instances where the employee has been charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of Section 13403, the decision of the Commission on Professional Competence shall be deemed to be the final decision of the governing board.

The board may adopt from time to time such rules and procedures not inconsistent with provisions of this section, as may be necessary to effectuate this section.

The governing board and the employee shall have the right to be represented by counsel.

If the governing board orders the dismissal of the employee, the governing board and the employee shall share equally the expenses of the hearing, including the cost of the hearing officer. The employee and the governing board shall pay their own attorney fees.

If the governing board orders that the employee not be dismissed, the governing board shall pay all expenses of the hearing, including the cost of the hearing officer, and reasonable attorney fees incurred by the employee.

SEC. 13. Section 13414 of the Education Code is repealed.

SEC. 13.5. Section 13414 is added to the Education Code, to read:

13414. The decision of the Commission on Professional Competence may, on petition of either the governing board or the employee, be reviewed by a court of competent jurisdiction in the same manner as a decision made by a hearing officer under Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code. The court, on review, shall exercise its independent judgment on the evidence. The proceeding shall be set for hearing at the earliest possible date and shall take precedence over all other cases, except older matters of the same character and matters to which special precedence is given by law.

SEC. 14. Section 13415 of the Education Code is repealed.

SEC. 15. Section 13416 of the Education Code is repealed.

SEC. 16. Section 13417 of the Education Code is repealed.

SEC. 17. Section 13418 of the Education Code is repealed.

SEC. 18. Section 13419 of the Education Code is repealed.

SEC. 19. Section 13420 of the Education Code is repealed.

SEC. 20. Section 13421 of the Education Code is repealed.

SEC. 21. Section 13422 of the Education Code is repealed.

SEC. 22. Section 13423 of the Education Code is repealed.

SEC. 23. Section 13424 of the Education Code is repealed.

SEC. 24. Section 13425 of the Education Code is repealed.

SEC. 25. Section 13426 of the Education Code is repealed.

SEC. 26. Section 13427 of the Education Code is repealed.

SEC. 27. Section 13428 of the Education Code is repealed.

SEC. 28. Section 13429 of the Education Code is repealed.

SEC. 29. Section 13430 of the Education Code is repealed.

SEC. 30. Section 13431 of the Education Code is repealed.

SEC. 31. Section 13432 of the Education Code is repealed.

SEC. 32. Section 13433 of the Education Code is repealed.

SEC. 33. Section 13434 of the Education Code is repealed.

SEC. 34. Section 13435 of the Education Code is repealed.

SEC. 35. Section 13436 of the Education Code is repealed.

SEC. 36. Section 13437 of the Education Code is repealed.

SEC. 37. Section 13438 of the Education Code is repealed.

SEC. 38. Section 13439 of the Education Code is amended to read:

13439. If the employee has been suspended pending the hearing, he shall be reinstated within five days after the governing board's decision in his favor, and shall be paid full salary by the governing board for the period of his suspension.

SEC. 39. Section 13440 of the Education Code is repealed.

SEC. 40. Article 5.5 (commencing with Section 13485) is added to Chapter 2 of Division 10 of the Education Code, to read:

### Article 5.5. Evaluation and Assessment of Performance of Certificated Employees

13485. It is the intent of the Legislature to establish a uniform system of evaluation and assessment of the performance of certificated personnel within each school district of the state. The system shall involve the development and adoption by each school district of objective evaluation and assessment guidelines.

13486. In the development and adoption of these guidelines and procedures, the governing board shall avail itself of the advice of the certificated instructional personnel in the district's organization of certificated personnel.

13487. The governing board of each school district shall develop and adopt specific evaluation and assessment guidelines which shall include but shall not necessarily be limited in content to the following elements:

(a) The establishment of standards of expected student progress in each area of study and of techniques for the assessment of that progress.

(b) Assessment of certificated personnel competence as it relates to the established standards.

(c) Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.

(d) The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.

13488. Evaluation and assessment made pursuant to this article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee not later than 60 days before the end of each school year in which the evaluation takes place. The certificated employee shall have the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the employee's personnel file. Before the end of the school year, a meeting shall be held between the certificated personnel and the evaluator to discuss the evaluation.

13489. Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once each school year for probationary personnel, and at least every other year for personnel with permanent status. The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. In the event an employee is not performing his duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of such fact and describe such unsatis-

factory performance. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist him in such performance.

SEC. 41. Sections 1 to 39 of this act shall become operative on the 61st day after the final adjournment of the 1972 Regular Session of the Legislature.

SEC. 42. Article 5 (commencing with Section 13401) and Article 5.5 (commencing with Section 13485) of Chapter 2 of Division 10 of the Education Code shall not apply to certificated employees in community colleges if Senate Bill No. 696 or Assembly Bill No. 3032 is enacted at the 1971 Regular Session of the Legislature.

# APPENDIX B

SACRAMENTO ADDRESS
STATE CAPITOL
CRAMENTO, CALIFORNIA 95814
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DISTRICT OFFICE
714 SECOND STREET
CINITAS, CALIFORNIA 92024
TELEPHONE: 714—753-6881

# Assembly
# California Legislature

COMMITTEES
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THE MASTER PLAN FOR
HIGHER EDUCATION

SELECT COMMITTEE ON
HEALTH MANPOWER

JOHN STULL
REPUBLICAN CAUCUS CHAIRMAN
ASSEMBLYMAN, EIGHTIETH DISTRICT
SAN DIEGO COUNTY

December 26, 1972

Mrs. Marcelett C. Henry
680 Sunset Parkway
Novato, California 94947

Dear Mrs. Henry:

Thank you for your correspondence relating to teacher evaluation, in which you ask, "Should a teacher be evaluated primarily against the intellectual, cognitive goals of education or against affective, attitudinal goals?"

In my judgment, any simple statement in favor of either cognitive or affective criteria would be both misleading and wrong. Like so many matters, this is not an either /or situation. Both cognitive and affective goals must be considered in any effective evaluation. Just as a brilliant teacher who scores at the top of a cognitive goal scale but cannot convey his knowledge to others falls short of being an ideal teacher, so does a person with all the right attitudes and intentions who is lacking in intellectual skills.

I am enclosing a packet of information which includes a summary of the so-called Stull Teacher Competency Act and a speech in which I related my view of some of the act's provisions. Hopefully, this material will assist you in understanding my intent. Please don't hesitate to contact me at any time when I may be of any further assistance.

Sincerely,

John Stull

John Stull, Assemblyman
80th District

Enclosures

Compliments of
JOHN STULL, ASSEMBLYMAN
80TH DISTRICT

# ASSEMBLY BILL 293

## What It Does

Under current law, Section 13304 of the Education Code grants permanent status or tenure to certificated employees after three consecutive school years in the same district. Eleven causes for dismissal of permanent employees are specified in Section 13403 of the Education Code. Any employee who has been served with notice of the governing board's intention to dismiss him may demand a hearing. If he does so, the governing board must either drop the matter or file a complaint in Superior Court. The court determines whether or not the charges are true and, if true, whether or not they constitute sufficient grounds for dismissal. AB 293 does not abolish tenure. It neither broadens nor changes the causes for which a permanent employee may be dismissed. However, it significantly changes the dismissal procedures. The dismissal process is removed from Superior Court jurisdiction.

Assembly Bill 293 alters the mechanism for dismissing tenured personnel as follows:

1. The Superior Court hearing is replaced with a hearing conducted by a hearing officer from the State Office of Administrative Procedure. The hearing officer shall be responsible for assuring that the legal rights of the employer and employee are protected.

2. When an employee is charged with immoral or unprofessional conduct, dishonesty, incompetency, evident unfitness for service, and/or persistent violation of, or refusal to obey, the school laws, the hearing shall be conducted by a Commission on Professional Competence.

3. The hearing officer from the Office of Administrative Procedure shall serve as chairman and a voting member of the three-man panel. One member each shall be selected by the employee and the governing board. These two members must have at least five years' experience in the specific educational function of the accused as set forth in Section 13055 of the Education Code. In those cases requiring a Commission on Professional Competence, the panel shall, by majority vote, prepare written disposition containing findings of fact, determinations of issues, and a decision to either retain or dismiss the employee. The decision shall be deemed to be the final decision of the governing board. However, Section 13413 specifies that on petition of either the governing board of the employee the decision may reviewed by a court of competent jurisdiction in accordance with law.

4. In those cases not requiring a Commission on Professional Competence, when the employee is charged with advocating acts of criminal syndicalism, conviction of a felony, violations of Sections 9031 or 12952 through 12958 of the Education Code, and/or having membership in the Communist Party, the final decision shall be made by a hearing officer from the Office of Administrative Procedure. His decision shall be final as prescribed under Section 11517 of the Education Code.

5. The bill requires a bi-annual evaluation of every certificated employee, that it be reduced to writing, and that it be transmitted to the subject employee, It further directs school districts to develop evaluation guidelines and procedures to include assessment of instructional competency and other noninstructional duties in classroom environment. If an employee is found to be performing unsatisfactorily, the employer must confer with him, make recommendations for his improvements, and endeavor to assist him in improving.

6. AB 293 provides that in cases where employees are dismissed the board and employee shall share the cost of the hearing. Otherwise, the board shall pay all expenses, including reasonable attorneys' fees incurred by the employee. The bill does not affect probationary teachers.

Copy of a copy

Assemblyman John Stull
Republican Caucus Chairman
State Capitol
Sacramento, California 95814

San Diego County
Administrators Association
Mr. Jim Slezak, President
February 2, 1972

LADIES AND GENTLEMEN:

It is a great pleasure to have this opportunity to share some thoughts with you on my bill on California teacher tenure--a matter which should be of vital concern to all of us, as school administrators, as legislators, as educators, as parents, as taxpayers, and as citizens of this state.

Frankly, getting this bill through both houses of the legislature and signed into law by the Governor was one of the few encouraging developments during the past year. Based on our overall performance during that longest-ever session of the legislature, I cannot fault the child who said the Capitol rotunda was built to give the legislators a place to run around in circles.

Our whole situation reminds me of the old story about the doctor, the engineer, and the politician, who were arguing about which of their professions was the oldest. Said the doctor, "The Bible says that Eve was created by carving a rib out of Adam. I guess that makes mine the oldest profession."

"Not at all," said the engineer, "the Bible tells us how the world was created out of chaos, and how could there be any order brought out of chaos without an engineer to help?"

Whereupon the politician broke in, "Wait a minute," he said, "who do you think created the chaos?"

Well, I'll admit to being a politician myself, but I don't like the current chaos any better than the rest of you. That is one of the reasons that passage of the tenure bill provides much satisfaction--it's a bright note. After forty years, a major step has been taken to reform an outdated, grossly unfair condition. Governor Reagan generously termed the measure "The most advanced legislation in the area of teacher tenure ever considered in California." I'm eager, therefore to present my side.

In a recent article entitled "The Concept of Accountability in Education," Dr. Roger Freeman observes that President Nixon, in making the first Education Reform message to Congress in March, 1970, made it clear that although far more money will be needed for education in future years, money alone was not the answer.

"We must stop congratulating ourselves," said the President, "for spending nearly as much money on education as does the entire rest of the world--$65 billion a year on all levels--when we are not getting as much as we should out of the dollars we spend."

The President went on to promise, "As we get more education for the dollar, we will ask Congress to supply many more dollars for education."

I think the situation regarding school finance is comparable in Sacramento.

And, as Dr. Freeman points out, "If we are to establish accountability for huge manpower and material resources, whether in education or in any other field, we must relate input to output, investment to return. Quantity is usually easier to gauge than quality, input easier to determine than output. But some measure-

ment of quality is essential, particularly in education.

"Until not so many years ago almost everyone active in education knew how to measure the quality of a school: class size; qualification of the teachers; number of books in the library; age, size, and equipment of the buildings; and dozens of similar gauges. But the final and most widely recognized yardstick of school quality that included all other measurements was: dollars expenditure per pupil in average daily attendance.

"There is just one trouble with these data: they all list input, the resources consumed by the schools; they don't measure the output or product. We know how many young people go through the schools and how many graduate. We don't know how much they learn while they are there. We don't record the capacity and the skills and knowledge of the students when they enter school, nor when they leave. If we did, we would at least know how much was added in the meantime, although there still would be a question of how much of the increase should be credited to the school."

Dr. Freeman goes on to say that "We shall have to measure the skills and knowledge of children when they enter school and at stated intervals during their years of attendance. We must then evaluate their progress in light of their own capacity for growth and compare it with the advance which other, similarly situated children achieved in the same school or elsewhere. Accountability should help to stimulate teachers, principals, and school systems to vie with each other in friendly competition for the most effective instructional methods."

While I may not agree with Dr. Freeman's concepts of accountability and

evaluation in totul, I do think he fairly accurately describes the need for establishing evaluation and assessment guidelines for judging the progress of the pupil, the teacher, and the administrator.

In view of this, then, if asked for a definition of Assembly Bill 293, I would say that this legislation was an attempt to establish an evaluation system together with a revised due process dismissal system designed to affirm or deny the efficacy of the evaluation in cases where improved effectiveness has not been demonstrated.

That's quite a mouthful. But that's really the nub of the law. It is not enough to say, "You're being dismissed because you are incompetent." What is needed is a system which arrives at a soundly-reasoned definition of competence, one which takes into account human differences, and prescribes fair and equitable procedures for measuring one's performance in light of that definition. The system must be as individualized as possible, and should provide for improvement.

Our initial studies began in 1968 with the Senate Education Committee reviewing California's tenure structure during interim studies. In 1969, the Assembly Sub-Committee on Educational Environment, which I chaired, reviewed tenure in elementary, secondary, and higher education. My first attempt to revise the tenure laws came in 1970, when I introduced Assembly Bill 2026. This attempt failed, however, and it was not until the 1971 Legislative Session that, with the assistance of Senator Albert Rodda, chairman of the Senate Education Committee, I was able to steer AB 293 through the legislature and have it signed by the Governor.

In both the Assembly and Senate studies of present tenure laws, the evaluation system was of key concern. Even in discussing dismissal procedures, one conceptual question which always arose was, "How do you assess competency?" In Assembly Bill 293, I feel the legislature has provided you, the educational community, with the guidelines necessary for a reasonable assessment of competency. I would therefore now like to review with you the evaluation section of the new law.

Among other things, the law requires each school board to adopt a uniform set of evaluation and assessment guidelines for use in evaluating the professional competency of its certificated personnel, and further requires that these guidelines be put in writing. In other words, school boards are, under the new law, required to put down on paper and make available to their certificated personnel guidelines of expected job performance, guidelines designed to assist the certificated person in knowing what is expected of him, and how the school board will go about reviewing his competency.

In the development of these evaluation and assessment guidelines and procedures, the new law requires that school boards avail themselves of the advice of certificated instructional personnel. It was my intention from the outset that certificated personnel be reviewed by their peers. To insure that the criteria established are appropriate to the field in which the employee is certificated, I felt that input from the certificated personnel themselves in the formulative stages was essential. In writing this provision into the law, I envisioned this involvement being accomplished through either a teachers' committee appointed by the

superintendent, or with the assistance of the certificated employee council, or with the assistance of teacher organizations as defined under the Winton Act. No matter which method is in fact utilized, certificated personnel input at the formulative level is essential to insure a quality product, and I am hopeful that you will keep this portion of the new law in mind as you proceed with its implementation.

In formulating evaluation and assessment guidelines, the new law clearly establishes four areas that must be considered:

1. The establishment of standards of expected student progress in each area of study and techniques for the assessment of that progress;

2. Assessment of certificated personnel competence as it relates to the established standards;

3. Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular duties and assignments; and,

4. The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.

Now in legal terms, these four points are, I guess, easily understood. But in layman terms, such as you and I can understand, what is this portion of the new law saying?

Basically, the first two points require you to establish an expected level

of student progress over a given period of time and then adopt a system of evaluating his progress to see if he has achieved the expected level. You are then asked to evaluate the competency of the certificated employee on the basis of how well his student did in achieving the established progress. In other words, what do you expect the student to learn, and has the employee been able to bring the student along satisfactorily to meet that established goal?

The remaining two points involve judging a certificated employee's performance in professional work related to his primary normal assignments, and his ability to maintain discipline and good order among his students.

It has come to my attention that many administrators have interpreted this fourth point--pertaining to the preservation of proper control and a suitable learning environment--in such a way that it applies solely to instructors. This is clearly not the intent of this point, nor is it the intent of the law. This law applies to all certificated employees, from superintendent on down. Every certificated employee of a school district is responsible in his own area to insure that every student is afforded the best possible education by the best qualified certificated personnel. This was my intent, and I believe it is clearly the intent of the law.

Although these four points constitute in the minds of many educators the heart of the law, of equal importance to me is the requirement that any guidelines which are established must include adequate provisions for follow-up counseling. More specifically, this new law requires you to take four specific steps before any dismissal action can be taken against a certificated employee considered deficient in his evaluation ratings:

1. The certificated employee must be notified in writing of the unsatisfactory performance;

2. The written notice of unsatisfactory performance must be clearly and comprehensively stated;

3. The evaluator must meet and discuss with the employee and make specific recommendations on improvement of his performance; and,

4. Positive steps must be taken to assist the employee upgrade his performance.

All too often professional personnel are not given the opportunity to have their work regularly evaluated, and in turn given the opportunity to improve in areas in which they may be deficient. This section of the new law not only provides this opportunity--it mandates it.

Another major point which has caused a great deal of concern throughout the state is that section of the new law which requires that the evaluation and assessment guidelines be distributed to certificated employees no later than sixty (60) days prior to the end of the school year. To complicate this matter even more, the current effective date of Assembly Bill 293 would require that this information be provided for the 1971-72 school year. It was not my intention to work a hardship on school districts in meeting deadlines, and accordingly I have introduced urgency legislation which set the effective date of this legislation as July 1 of this year. This should allow adequate time to establish and distribute the evaluation and assessment guidelines for the 1972-73 academic year.

It may be that these evaluations will require that roles of educators be changed.

It may be that the establishment of standards will cause some serious re-thinking of educational objectives.

It may be that carrying out the evaluation process will require rearrangement of resource allocations.

If such is the case, I am pleased, for these are considerations which I feel are long overdue.

It is amazing to me that educators so often say that it is nearly impossible to judge quality. Every time I go to a school I can receive privately from administrators and teachers a list of the five best or the five worst teachers and administrators in that school. The evaluation section of the new law simply asks that those judgments be acted upon to either make the worst better or let them find other employment.

(PAUSE)

Turning now to the second part of the new law, that which pertains to dismissal procedures, we have for years had a due process system which required action by the Superior Court to dismiss tenured certificated personnel. Even a cursory reading of the few cases brought before the courts for action on the grounds of incompetency reveal that the most serious difficulty has been in terms of defining standards of competency. The courts have said that one must define competency before calling a certificated employee incompetent. The courts have further stated that if there are no standards, then obtuse variations in teaching practices

cannot be termed incompetency.

You will note that Section 13487 of the new law speaks of the establishment of standards and the assessment of how well those standards have been met. The term "standards" is not intended to intimate arbitrary, rigid, or capricious action. I intended from the beginning to require simply that local people, familiar with local problems, begin to look at the education of students as the primary determinant of certificated employee effectiveness. Certainly students vary as to ability and diligence. A standard does not mean that all students must --it rather establishes a goal to which the educational process must work toward.

What Assembly Bill 293 is attempting to accomplish is the establishment of a flexible mechanism for setting standards at the local level. I must emphasize that standards required by this law do not require a single criteria--the law does not require that all children learn at the same rate--the law does not require that all teachers or administrators think alike, or act alike. Assembly Bill 293 simply says define what results you wish to achieve and then evaluate your certificated personnel and your instructional programs on the basis of achieving those results.

It has been my hope all along that this law will provide school officials with the tools needed to provide their schools and the communities they serve with the best qualified employees available, and to keep the quality high. In order to insure that this desired high excellence of certificated personnel is maintained, it was necessary to establish dismissal procedures which could be utilized after the standards established by school districts had been applied in evaluating the competence of certificated personnel. Accordingly, the dismissal section was designed

to change in two major ways current law controlling the dismissal of tenured certificated employees in California: First, dismissal hearings will no longer be heard before the Superior Court; and, second, all dismissal hearings will be conducted at the local level by either a state hearing officer or a Commission on Professional Competence in accordance with the Administrative Procedures Act.

The hearing officer shall consider all charges dealing with acts of criminal syndicalism, physical or mental conditions which affect ability to perform, conviction of a felony or crime of moral turpitude, violations of specific codes, or knowing membership in the Communist Party.

The Commission on Professional Competency shall sit when charges involve the qualifications of the certificated employee to continue in his designated capacity based upon the evaluation and assessment guidelines established by the local district. The Commission will consist of three members--the hearing officer and two experienced personnel who shall have at least five years experience in the specific educational function of the accused as set forth in Section 13055 of the Education Code. One of the two shall be chosen by the employing authority, and the other chosen by the employee in question. The hearing officer from the Office of Administrative Procedure shall serve as chairman and a voting member of the three-man panel.

In those cases requiring a Commission on Professional Competence, the panel shall, by majority vote, prepare a written disposition containing the findings of fact, determinations of issues, and a decision to either retain or dismiss the employee. Their decision shall be deemed to be the final decision of the

school district's governing board. In cases heard only before the hearing officer, his decision shall also be binding on the school board.

Either party may of course appeal the decision to the Superior Court. In including this appeal procedure, however, it was not then, nor is it now, my intention to allow the courts to have trial de novo in hearing the case. Although the law does read that the courts may exercise their "independent judgment on the evidence," it also states that the courts shall review any appeals in the same manner as a decision made by a hearing officer under Chapter 5 of the Government Code.

Were this law written any other way, it would merely have established another bureaucratic step between the school district, acting as the employer, and the courts. This was not my intention. Rather, it was my intention to establish a totally separate hearing body whose decision would be final but which could be appealed to the courts only for review of evidence. The court may direct the hearing officer in areas which it finds lacking and new evidence may be presented to the court through the hearing officer, but it was not my intent to authorize the courts to hold a new trial upon appeal.

This removal from the Superior Court obviously should have the effect of removing some of the load from our already overcrowded courts. In addition, it establishes peer group evaluation, a system which clearly places the burden on the professional educator to scrutinize and improve his own profession.

All of these changes will, hopefully, be beneficial to the education of the children of this state--and that, after all, is what we are all working for in the

field of education.

In conclusion, I would like to tell you of a thought-provoking article I read in the Los Angeles Times. Sidney J. Slomich was the author, and the big black heading was "An Expert's Warning: Beware of Experts."

The article begins with this story. "One night a man dreamt that a monster was on his chest, choking him, trying to kill him. The man woke in terror and saw the monster above him. 'What is going to happen to me?' the man cried. 'Don't ask me,' replied the monster 'it's your dream.'"

Certainly this story applies to some facets of the public education picture. Although I disagree with some of Mr. Slomich's ideas, I think, generally, that what he says is well taken and points up a malaise from which the American public has suffered increasingly.

In many areas, it is as though there has been a moratorium declared on common sense. People have rushed to let an "expert," self-styled or otherwise, tell them how something should be done. Nowhere is this more evident than in the field of education.

For many years, parents have retreated before the "experts" to the degree of absurdity and a number of half-baked theories have been propounded as gospel --theories which have helped bring public schools to their present crisis point in public confidence. Nowhere is this more obvious than in the area of teacher tenure, and the trap for all which has resulted. Fanatical defense of incompetents by the profession in the past has not helped the competents but merely served to lower the standard and sully the reputation of all teachers.

However, the public finally realized that the monster was in its own dream and that, in the final analysis, it could control the outcome. Contrary to the attitude of many of the more militant educators, the public sector--the paying public sector, if you please--can and inevitably will withdraw support if it is not reassured. There is a confidence gap, and the pendulum is swinging between what was almost blind faith in schools and a current sense of what almost amounts to repudiation as evidenced by the continued failures of bond issues and tax overrides.

The good faith and responsibility with which the teaching profession meets this new law will have much to do with public attitude. Tenure reform is an idea whose time has come, and cooperation by all certificated employees and school districts in implementing it is the best insurance they have that tenure will be maintained. The new law protects competent teachers and takes them out of built-in unfair competition with the incompetents.

What has gone before has not been to the advantage of the competent teacher or the system as a whole. It has jeopardized the product. And yet a quality product should be our common goal in the schools. This can only be achieved with diligence, dedication, and common sense on the part of all concerned.

It's up to all of us.

Let's get on with it!

####

# APPENDIX C

# TAMALPAIS HIGH SCHOOL

CAMINO ALTO AND MILLER AVENUE MILL VALLEY, CALIFORNIA 94941 TELEPHONE: (415) 388 3292


September 26, 1972

Superintendent
High School District
1000 Normal Street
City, California

Dear Sir:

I am a doctoral fellow making "An Investigation of the Implementation of Interrelated Elements of Teacher Competence and Pupil Progress in Vocational and Career Education." The results of this study should provide new dimensions to the areas of teacher evaluation, particularly in vocational and career education.

The involvement of one of the vocational and/or career education programs of your district would provide valuable input for the study. The data collection process involves the completion of a questionnaire and an interview.

Will you please grant me the opportunity to collect the necessary data from your district's program? The implementation of the data collection process would be coordinated through your Vocational and Career Education contact person or District Vocational Education Coordinator. It is estimated that less than sixty minutes would be involved in the total data collection process.

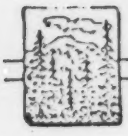
This study is supported by the California State Department of Education, Vocational Education Section.

Thank you for your attention and consideration.

Sincerely,

(Mrs.) Marcelett C. Henry
Homemaking and Consumer
Education Department

MCH:ca



# TAMALPAIS HIGH SCHOOL

CAMINO ALTO AND MILLER AVENUE MILL VALLEY, CALIFORNIA 94941 TELEPHONE (415) 388 3282

November 27, 1972

Dear Colleagues:

We are seeking your opinions to help us suggest ways in which vocational and career education programs might be improved. Your response to the enclosed questionnaire will be extremely helpful and greatly appreciated.

The questionnaire is designed to: (1) help vocational and career education teachers improve learning opportunities for students; (2) help students acquire vocational and career training which will prepare them for employment and the world of work; and (3) assist administrators in improving leadership and learning opportunities for teachers and students.

Please do not sign your name or identify your school. If you wish to make additional comments, please write them on the last page of the questionnaire. As soon as you have completed the questionnaire, please return it to me in the attached envelope.

Thank you for your help and cooperation.

Sincerely,

Mrs. Marcelett C. Henry

(Mrs.) Marcelett C. Henry
Homemaking and Consumer
Education Department

Encl:

VOCATIONAL AND CAREER EDUCATION

QUESTIONNAIRE

Date _____

PART I.

A. What is your position? Please check (/) one of the following blanks to indicate your position.

Teacher ____ Administrator ____

If you are a teacher, would you please list the vocational or career education courses you teach.

_____ _____

PART II.

Directions: In responding to each question in this section please be as objective and honest as possible. Indicate your response by placing a check (√) in the appropriate space provided. If you have additional comments or suggestions, use the last page of this questionnaire.

| | Yes | No | I don't know |
|---|---|---|---|
| 1. Do you carefully plan and organize each educational and/or learning activity for teachers and students? | | | |
| 2. Are educational activities efficiently managed to maintain orderliness and attentiveness of students/teachers? | | | |
| 3. Are classroom procedures directed for the convenience of students? | | | |
| 4. Do you evaluate students/teachers after sufficient observation? | | | |
| 5. Do you encourage others to express opinions even though these opinions differ with your ideas? | | | |
| 6. Are educational activities conducted with an attitude of friendliness and feelings of mutual interest. | | | |
| 7. As a teacher/administrator, do you welcome criticism and make good use of it? | | | |
| 8. Are books, supplies and equipment easily available for students? | | | |
| 9. Do you defend students/teachers against unwarranted attacks and criticism? | | | |
| 10. Do you establish schedules and efficient routines to meet current needs. | | | |
| 11. Are you respected by students? | | | |
| 12. Are you respected by other teachers/administrators? | | | |
| 13. Are you respected by parents and community? | | | |
| 14. Do you give recognition to achievement of individuals? | | | |
| 15. Do you provide clearly written defined educational goals and objectives? | | | |
| 16. Are measures of student progress clearly outlined? | | | |
| 17. Does the school district have clearly written process criteria for teacher evaluation? | | | |
| 18. Are evaluators known and competent to evaluate the evaluatee? | | | |
| 19. Are the expectations of your assignment realistic and attainable? | | | |
| 20. Are teaching and learning objectives specific and attainable? | | | |

| | Yes | No | I don't know |
|---|---|---|---|
| 21. Do you have the necessary school-community advisory support for accomplishing your assignment? | | | |
| 22. Do you have a written job description? | | | |
| 23. Did you write your job description? | | | |
| 24. Are you involved in the evaluation process of your school? | | | |
| 25. Do you make a self-appraisal of your job performance? | | | |
| 26. Do you perform adjunct duties? Supervision of other school activities, etc. | | | |
| 27. Does your district have formally adopted guidelines for assignment of adjunct duties? | | | |
| 28. Does your district have adopted procedures for review and reassessment of the school's evaluation process? | | | |
| 29. Are school district criteria available and formally adopted for assessing "proper control and suitable learning environment?" | | | |
| 30. Does instruction in vocational and career education programs qualify a student to continue at the next level of learning or become employable? | | | |
| 31. What measures are available for assessing pupil progress?<br>a. Test scores ____<br>b. Skills ____<br>c. Job placement ____<br>d. Grades ____<br>e. Rating scale ____<br>f. Other _____ | | | |
| 32. Does the process criteria for teacher evaluation include assessment of physical, professional and administrative resources? | | | |

PART III.

Directions: To learn more about the vocational and career education training program you are teaching or directing, we have listed twenty (20) items believed important to the instructional program. Please check (√) "Already knew" if more than fifty percent (50%) of your students knew the information before entering the program, "Not taught" if this information is not a part of your training program, and "Taught in the classroom" if the curriculum includes the item and it is taught in the classroom regardless to whether you check "Already knew".

| During classroom experiences students were taught: | Already knew | Not taught | Taught in classroom |
|---|---|---|---|
| a. that careers are open in many areas of vocational interest. | | | |
| b. how to get along with other students, teachers and employers. | | | |
| c. how to set-up and operate the equipment available in the classroom. | | | |
| d. that the application for employment is necessary and confidential. | | | |
| e. how to be interviewed. | | | |
| f. how to clean the classroom or work area after each activity. | | | |
| g. how to keep an inventory of supplies and equipment. | | | |
| h. how to make a purchase order. | | | |
| i. how to demonstrate enthusiasm for occupational training by one's personal appearance. | | | |
| j. that given a task to perform, students demonstrate their ability and pride in work well done by thoroughly completing that task using any creative skills to improve the appearance of the product or service produced. | | | |
| k. to become dependable and punctual in all class, job and related activities. | | | |
| l. that management has different expectations and requirements of employees. | | | |
| m. to read and interpret rules, regulations, contracts and other related information regarding employment. | | | |
| n. to listen, understand and follow instructions. | | | |
| o. to work with all types of people. | | | |
| p. how to maintain a safe, clean and uncluttered work area. | | | |
| q. to observe health and safety rules. | | | |
| r. a skill for entry-level employment. | | | |
| s. additional skills for increasing earning ability. | | | |
| t. how to supervise others in group work. | | | |

TAMALPAIS HIGH SCHOOL
CAMINO ALTO and MILLER AVENUE MILL VALLEY, CALIFORNIA 94941 TELEPHONE (415) 388 3292

November 27, 1972

Dear Students:

We are seeking your opinions to help us suggest ways in which vocational and career education programs might be improved. Your response to the enclosed questionnaire will be extremely helpful and greatly appreciated.

The questionnaire is designed to: (1) help vocational and career education teachers improve learning opportunities for students; (2) help students to acquire vocational and career training which will prepare them for employment and the world of work; and (3) assist administrators in improving leadership and learning opportunities for teachers and students.

Please do not sign your name or identify your school. If you wish to make additional comments please write them on the last page of the questionnaire. As soon as you have completed the questionnaire please return it to be in the attached envelope.

Thank you for your help and cooperation.

Sincerely,

Mrs. Marcelett C. Henry

(Mrs.) Marcelett C. Henry
Homemaking and Consumer
Education Department

Encl:

VOCATIONAL AND CAREER EDUCATION

STUDENT QUESTIONNAIRE

Date _____

PART I.

Directions: In responding to each question please indicate your opinion by placing a check (√) in the space provided. If you have additional comments or suggestions use the back of the last page of this questionnaire. These questions pertain to your vocational and career education teacher.

| | Yes | No | I don't know |
|---|---|---|---|
| 1. Does your vocational education teacher provide clear and consistent directions? | | | |
| 2. Is your classroom one of rich, creative learning activities? | | | |
| 3. Does the teacher demonstrate leadership by stimulating student participation? | | | |
| 4. Is the teacher helpful in handling unexpected problems in the classroom? | | | |
| 5. Does the teacher get along well with other teachers and faculty members? | | | |
| 6. Are classroom activities directed for the convenience of students? | | | |
| 7. Does the teacher seek to lessen the homework burden of students? | | | |
| 8. Does the teacher evaluate students after sufficient observation? | | | |
| 9. Is the teacher showing concern for good education rather than public relations? | | | |
| 10. Does the teacher plan and conduct meaningful classroom learning experiences? | | | |
| 11. Is the teacher responsible and dependable in assisting students? | | | |
| 12. Does the teacher seem sure of himself/herself, enjoys working with students and not easily upset? | | | |
| 13. Is the teacher helpful and not a hindrance to your achievement? | | | |
| 14. Does the teacher make books, supplies and equipment easily available to students? | | | |
| 15. Does the teacher establish schedules and efficient routines to meet student needs? | | | |
| 16. Does the teacher defend students against unwarranted attacks and criticism from other students? | | | |
| 17. Is the teacher respected by students? | | | |
| 18. Is the teacher respected by other teachers? | | | |
| 19. Is the teacher respected by parents and the community? | | | |
| 20. Does the teacher provide assistance to students in becoming competent and successful in their assignments? | | | |

| | Yes | No | I don't know |
|---|---|---|---|
| 21. Does the teacher give recognition to achievement of individual students? | | | |
| 22. Does the teacher provide students with clearly written defined goals and objectives for subject area studied? | | | |
| 23. Are measures of student progress clearly outlined and made known to the student? | | | |
| 24. Are the expectations of student assignments realistic and attainable? | | | |
| 25. Does the behavior of the teacher influence your progress? | | | |
| 26. Does the instruction in the program qualify you as a student to continue at the next level of training or become employable? | | | |
| 27. Does the teacher seem fair in grading and evaluating students? | | | |
| 28. Does the present vocational program have value for you now and for the future? | | | |

PART II.

Please place a check (√) in the appropriate space which best expresses your answer to the following questions.

29. In general how do you feel about your vocational training?

Interesting _____ Too difficult _____
Worthwhile _____ Teacher too far
Most worthwhile _____ above students _____

30. What conditions in the classroom hinder your learning?

Teacher behavior _____ Classroom uncomfortable _____
Interference by other students _____ Insufficient materials and equipment _____

31. If changes were to be made in the teacher's instructional methods, what would you suggest?

| | More | Less |
|---|---|---|
| Homework assignments | ____ | ____ |
| Test | ____ | ____ |
| Individual help | ____ | ____ |
| Resources | ____ | ____ |
| Extra work | ____ | ____ |
| Other: _____ | ____ | ____ |
| _____ | ____ | ____ |
| _____ | ____ | ____ |
| _____ | ____ | ____ |

PART III.

Directions: To learn more about the training you are receiving we have listed twenty (20) items believed important to your instructional program. Please check (✓) "Already knew" if you knew the item before entering the classroom; check "Not taught" if the item is not a part of your classroom experiences; and check "Taught in the classroom" if this item is a part of your classroom instruction.

| During my classroom experience I am taught: | Already knew | Not taught | Taught in classroom |
|---|---|---|---|
| a. that careers are open in many areas of vocational interest. | | | |
| b. how to get along with other students, teachers and employers. | | | |
| c. how to set-up and operate the equipment available in the classroom. | | | |
| d. that the application for employment is necessary and confidential. | | | |
| e. how to be interviewed. | | | |
| f. how to clean the classroom and work area after each activity. | | | |
| g. how to keep an inventory of supplies and equipment. | | | |
| h. how to make a purchase order. | | | |
| i. how to demonstrate enthusiasm for occupational training by one's personal appearance. | | | |
| j. that given a task to perform students demonstrate their ability and pride in work well done by thoroughly completing that task using any creative skills to improve the appearance of the product or service produced. | | | |
| k. to become dependable and punctual in all class, job and related activities. | | | |
| l. that management has different expectations and requirements of employees. | | | |
| m. to read and interpret rules, regulations, contracts and other related information regarding employment. | | | |
| n. to listen, understand and follow instructions. | | | |
| o. to work with all types of people. | | | |
| p. how to maintain a safe, clean and uncluttered work area. | | | |
| q. to observe health and safety rules. | | | |
| r. a skill for entry-level employment. | | | |
| s. additional skills for increasing earning ability. | | | |
| t. how to supervise others in group work. | | | |

INTERVIEW FORM

School District_____

Total Enrollment_____

Enrollment in Vocational & Career Education_____

Approximate Number of Programs_____

Has your district developed process or product criteria for teacher evaluation?

How does your district plan to implement the Stull Act?

Does your district have certificated job descriptions?

Who will be involved in certificated personnel evaluation?

# APPENDIX D

# California State Board of Education Guidelines for School Districts to Use in Developing Procedures for Evaluating Certificated Personnel

CALIFORNIA STATE BOARD OF EDUCATION

California State Department of Education
Wilson Riles – Superintendent of Public Instruction
Sacramento – 1972

## Members of the California State Board of Education

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# Introduction to the State Board's Guidelines

On July 20, 1971, the Governor approved Assembly Bill 293, often referred to as the 'Stull Bill." The bill, which was introduced in the 1971 session of the Legislature by Assemblymen John Stull and Leo J. Ryan, affects those laws relating to the dismissal of permanent certificated employees and the evaluation of all certificated employees.[1]

One of the Education Code sections that was added as a result of the passage of AB 293 requires each school district to develop and adopt specific guidelines for evaluating the performance of certificated personnel (Education Code Section 13487). By passing this bill, it is the intent of the Legislature to have established within each school district of the state "a uniform system of evaluation and assessment of the performance of certificated personnel." The Education Code sections requiring the development and adoption of evaluation guidelines are effective as of March 4, 1972. Therefore, it is assumed that school districts will be developing such guidelines in the spring and summer of 1972.

In addition to passing AB 293, the Legislature passed a companion bill, AB 2999, which the Governor signed on October 21, 1971. This bill, which was introduced by Assemblyman Newton R. Russell, has become Education Code Section 161. This new law directs the State Board of Education to develop and disseminate guidelines which school districts *may* use in the development of their certificated personnel evaluation procedures, as required by Education Code Section 13487. To provide such leadership and assistance to school districts, the State Board of Education has had these guidelines and accompanying materials prepared.

[1] As a result of the passage of Assembly Bill 293, Education Code sections 13403, 13404 13410, 13412, and 13439 have been amended; sections 13485 13489 have been added to the code; old sections 13413 and 13414 have been repealed, and new sections have been added, using those same numbers; and sections 13415 13438 and 13440 have been repealed.

### Purposes of the Guidelines

These state guidelines are offered as a framework that school districts may use in developing certificated personnel evaluation procedures which (1) meet the requirements of the law; (2) establish a uniform system of evaluation and assessment within each district; and (3) reflect the philosophy, characteristics, needs, and goals of the local unit. The philosophy and goals of each school district should be based upon the state frameworks and guidelines for instruction, insofar as they exist.

It is also hoped that these state guidelines will promote the development of local systems of personnel evaluation that will serve to improve the quality of the services provided, individually and collectively, by the employees of the school districts. Personnel evaluation systems should do this by providing for the identification of the following:

- Individuals with outstanding competence and performance so that they may be commended in an appropriate manner and so that they may serve as models to their peers
- Conditions under which individuals serve which handicap the effectiveness of their services so that such conditions may be remedied
- Weaknesses in the performance of individuals so that assistance may be provided which is designed to help such personnel overcome their operational deficiencies and become more effective and efficient
- Personnel whose services are unsatisfactory to such a degree that they should be reassigned or terminated

### Definition of Terms

To develop guidelines that are uniform in nature, it is important to use the same definitions for the key words in those guidelines. Therefore, the following definitions have been prepared so that the districts will have a common dictionary of terms:

*Area of study.* A specific branch of learning at various developmental levels, as designated by the state or school district governing board

*Assessment.* The act of determining the degree or amount of; a determination resulting from the evaluation process

*Assessment criteria.* Demonstrable levels of performance upon which a judgment or decision may be based

*Certificated employees or personnel.*[2] Those employees or personnel of school districts whose positions require credentials or certification qualifications

*Classes of employees.* Those groupings of employees whose roles and responsibilities are similar, as defined in job classification descriptions, so that any individual in the class can be expected to perform successfully the responsibilities (duties) of that class

*Evaluatee.* One who is evaluated

*Evaluation.* The process of making considered judgments concerning the professional accomplishments and competencies of a certificated employee based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance preestablished for the position

*Evaluator.* One who evaluates

[2]Section 13142 of the Education Code provides that a school district governing board may waive any credential requirements for the chief administrative officer, or superintendent, of the school district it governs.

*Goal.* A statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period

*Objective.* A devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal

*Other duties.* Those actions, in addition to instructional assignments normally required of a position as assigned and/or described in the position description, that are necessary to enable the class, school, or school district to accomplish its objectives

*Philosophy.* A composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived

*Proper control.* A suitable exercise of influence over an individual or a group in order to facilitate learning opportunities

*Standard.* That which is set up and established by authority or mutual acceptance as a basis for the measure of quantity, value, or quality

*Standard of performance.* An authoritative or mutually established level of accomplishment

*Suitable learning environment.* An adequate or proper set of conditions which facilitate opportunities for learning

*Uniform evaluation system.* A system of evaluation that applies the same guidelines in a consistent manner to all employees of each type or class of certificated employees

# State Board of Education Guidelines

The State Board of Education's guidelines, which school districts may use in the development of certificated personnel evaluation procedures, are divided into two parts. The first part contains guidelines for the development of districtwide policies that will lead to the adoption of a uniform system of evaluation and assessment of certificated personnel. The second part provides guidelines for the development of specific evaluation procedures for classifications of certificated personnel.

### Development of Local Guidelines

The local guidelines should be based upon an overall operating definition of the school district's educational philosophy and goals so that standards of performance established for specific positions may be developed from a uniform base.

The school district governing board should avail itself of the advice of its certificated instructional personnel as it develops its evaluation guidelines, including both the general provisions and the specific elements.

The final, board-adopted district guidelines should promote a system of evaluation which is uniform for all certificated personnel of the district. It should define, and be applicable to, all the classes (classifications) of certificated personnel in the district. (See the discussion of job descriptions under "Development of Specific Evaluation Procedures," which follows.)

The local guidelines should be clearly and concisely stated, and they should be reasonable and understandable to all to whom they apply: evaluators and evaluatees.

The local guidelines should provide for the periodic evaluation of the certificated personnel evaluation system they establish, and they should provide the mechanisms and procedures necessary for modifying the certificated personnel evaluation system, as suggested by such periodic evaluations.

The local guidelines should be reviewed and endorsed prior to their adoption by the legal counsel of the school district to ensure (1) that they conform to Education Code sections 13485 through 13489; and (2) that they could serve as a legal basis for determining the lack of professional competence of a certificated employee proposed for dismissal. (This recommendation also should be followed in connection with the specific implementation procedures developed by the district administrative staff for the actual conduct of the uniform system of certificated personnel evaluation, as discussed in the material which follows.)

### Development of Specific Evaluation Procedures

The specific evaluation procedures of the school district for the evaluation of classifications of certificated personnel also should be developed in consultation with certificated employee group(s) representing the various personnel classification(s) concerned.

#### Job Descriptions – Employee Classifications

Generalized job descriptions should be formulated for all certificated personnel positions. The district's guidelines must apply uniformly to all certificated positions, but *the job descriptions should provide the basis for the application of differing standards or expected levels of performance to,* and/or within, different "classes" of certificated employees. Job descriptions prepared for noninstructional certificated personnel should include, insofar as possible, how and in what areas their services should influence pupil progress, so that the standards of performance established for these positions may reflect such responsibilities.[1] Job descriptions also should specify, when appli-

[1] For example, the job description for a "curriculum consultant" may specify that he/she is to help improve instructional programs within a given subject matter, grade level, and/or geographic area. The standards of performance established for that position, then, might include consideration of whether pupils have maintained or improved their progress in the area of the assigned responsibility during the tenure of the employee. These standards should be flexible enough to consider variables and constraints related to the instructional materials available, the characteristics of the pupil population served, and other features of the educational environment.

cable, the responsibilities of the incumbents for evaluating other certificated personnel.

Some examples of certificated employee classifications follow. This list presents some of the possibilities available, but it is neither comprehensive nor exclusive:

1. Preschool-kindergarten teacher
2. Primary teacher
3. Intermediate grade teacher
4. Junior high school teacher
5. Senior high school teacher
6. Secondary science teacher
7. Special education teacher – orthopedically handicapped
8. Elementary music teacher
9. Counselor
10. Principal, secondary school
11. Curriculum consultant
12. Nurse
13. Children's Center teacher
14. Psychologist
15. Research personnel
16. Assistant superintendent, instruction
17. Assistant superintendent, administrative services
18. Deputy or associate superintendent
19. Superintendent[2]

Classification groupings of certificated personnel should be defined so as to group personnel with like or similar roles and responsibilities. Such groupings should encompass all the certificated personnel in the district. (See examples of job classifications listed in the preceding paragraph.)

**Evaluator-Evaluatee Relationships**

The evaluator-evaluatee relationships necessary to the evaluation system should be defined precisely. Who evaluates whom for what?

Procedures should be established for the evaluator to follow in determining the specific standards of performance, evaluation criteria, and facilitating support requirements to be provided by the evaluator.

The specific standards of performance and concomitant assessment criteria developed for each certificated employee should be compatible with the district's curricular goals and objectives, and they should be concerned with each of the following:

1. Standards of expected pupil progress related to the academic level(s) and subject matter area(s), as appropriate to the employee's assignment and responsibilities (Nothing in these guidelines should be construed to suggest that the evaluation of certificated personnel is to be based solely or primarily on the results of standardized tests of pupil ability or achievement.)
2. Other noninstructional duties normally required to be performed by such certificated personnel
3. The maintenance of proper control and the maintenance and improvement of a suitable learning environment

The following should be provided for in the plans for monitoring, in an ongoing manner, the performance status of the evaluatee:

1. An established minimum number of observations by the evaluator of the evaluatee in work situations. The evaluator may use a variety of observation techniques. These observations and techniques should be of sufficient duration and quality to make significant contributions to the process of personnel evaluation. The observations should be followed by conferences during which commendations and recommendations are presented to the evaluatee; these commendations and recommendations should be documented.
2. Meeting the notification requirements of Education Code Section 13407 regarding the pending dismissal of a certificated employee, which must be accomplished 90 days prior to the filing of a dismissal charge, in order to provide ample opportunity for the certificated employee to correct his/her deficiencies. The final evaluation report, if unsatisfactory and recommending dismissal, should not be confused with the formal "dismissal notice," which must be initiated and served, as provided in Education Code sections 13404 and 13405.

Procedures should be established for the evaluatee to follow should he/she take exception to the specific standards of performance, evaluation criteria, facilitating support requirements provided by the evaluator, and/or ongoing plans for monitoring his/her performance status; the procedures should ensure that the evaluatee has an opportunity to request a review of the evaluation plans by some other person(s). (The local guidelines also

[2]Section 13142 of the Education Code provides that a school district governing board may waive any credential requirements for the chief administrative officer, or superintendent, of the school district it governs.

should designate the person or persons responsible for resolving differences of opinion regarding these matters.)

**Personnel Evaluation**

District provisions for the formal certificated personnel evaluation reports should be established which satisfy the intent and letter of the requirements in sections 13488 and 13489 of the Education Code. Specifically, these procedures should ensure that the following are done:

1. The evaluatee is provided, in writing, a copy of the formal evaluation report not later than 60 days before the end of the school year during which the evaluation takes place. If the evaluatee is performing in an effective or commendable fashion, the report should so indicate. If the evaluatee is not performing his/her duties in a satisfactory manner according to the standards of performance initially established, the report should describe the areas of needed improvement, recommend how improvement can be effected, and identify procedures to be followed by the evaluator and evaluatee to facilitate such an improvement.
2. A follow-up meeting of the evaluator and the evaluatee is held to discuss the evaluation report for the purpose of identifying strengths and/or weaknesses in the employee's performance, with commendations, recommendations, and/or assistance for his/her improvement, as warranted.
3. The evaluatee is provided with procedures to follow in order to initiate a written response or reaction to the evaluation.

The evaluation procedures should provide for the evaluation of all certificated personnel of the district on a continuing basis - a minimum of once each school year for probationary personnel and at least every other year for personnel with permanent status.

# APPENDIX A

# A Summary of AB 293

*Effective date is identified.* The portion of Assembly Bill 293 which adds sections 13485 13489 to the Education Code becomes effective on March 4, 1972. This has been interpreted to mean that districts must begin to develop evaluation guidelines and systems in conformance with the requirements of AB 293 so that the guidelines may be adopted by school district governing boards in time to be implemented during the 1972-73 school year.

*School board must adopt written guidelines.* Each school district governing board must adopt a uniform set of written evaluation guidelines for use in evaluating the professional competencies of its certificated personnel.

*School board must seek advice.* In developing and adopting written evaluation guidelines, a school board must avail itself of advice from its certificated instructional personnel in the district's organization of certificated personnel.

*School board's written guidelines must contain certain provisions.* The written evaluation guidelines for certificated employees adopted by each school board must at least provide for the following:

1. Establishment of standards of expected student progress in each area of study and of techniques for assessment of that progress
2. Assessment of certificated personnel competence as it relates to the standards which are established for individual certificated personnel
3. Assessment of other duties normally required to be performed by certificated employees as adjunct to their regular assignments
4. Establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment

*Employees must be informed regarding the school board's written guidelines.* A school board should inform each certificated employee about the district's evaluation program in advance of its implementation. Thereafter, new certificated employees should be informed about the personnel evaluation program as part of their orientation to the district. If practical, employees should be provided copies of the local guidelines and procedures, or copies should be made available at each school or unit site.

*Evaluations must be made in writing.* Evaluations must be in writing and transmitted to the certificated employee not later than 60 days prior to the end of the school year in which the evaluation takes place. Following this and before the end of the school year, the evaluator shall discuss the evaluation report with the evaluatee.

*Follow-up counseling for deficient certificated employee is required.* Each school board must provide for follow-up counseling of a certificated employee whose professional competency, as judged under the school board's written evaluation guidelines, is not up to standard, and the governing board must provide assistance for such employee to upgrade his performance.

*Certificated employee evaluated has right to respond.* Certificated employees evaluated must be given opportunities to append written statements of their views to their evaluation reports, and such statements shall be permanent parts of their personnel files.

# APPENDIX B

# Implications of the New Employee Evaluation Requirements

The certificated personnel evaluation requirements in Assembly Bill 293 will have profound, immediate, and long-range significance to California public education. Some of the significant effects are outlined here:

- It represents an approach to personnel evaluation by the Legislature which requires that certificated personnel performance standards be developed in each school district on the basis of a uniform set of specific and definitive guidelines.
- Its effective implementation, with its express commitment for follow-up counseling of instructional personnel, could serve to improve the education profession by upgrading instructional competencies or result in the dismissal or reassignment of certificated employees who do not meet the standards established for their respective assignments.
- Its requirement for involving instructional personnel in the development of the actual standards for professional evaluation should promote better understanding and enforcement of the adopted standards.
- It requires the local school district to have an overall operating definition of its educational philosophy and goals so that standards of performance established for individual certificated personnel may be developed from a uniform base which is commonly understood and accepted. School districts may find it necessary to review and update the existing statements of their institutional philosophy and goals so that they will better serve this need. Such review and revision, if necessary, may be of a tentative nature until a more deliberate and refined effort is feasible in order to facilitate the implementation of the new certificated personnel evaluation procedures required by AB 293.
- It establishes requirements for the *regular* evaluation on a scheduled basis of all certificated personnel, teaching and nonteaching personnel as well as probationary and regular personnel.[1]
- It is imperative that, throughout the development of the processes to implement this bill, school personnel strive to retain and improve the close human understanding of sensitivity to children that is the essence of good teaching and school administration.

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[1] It is entirely possible that, if the new certificated personnel requirements of AB 293 are not implemented adequately at the local level, a district may not be able to invoke the provisions of the same bill dealing with the dismissal of certificated personnel for reasons of "incompetency."

# APPENDIX C

# Suggested Activities for Developing an Evaluation Program

A suggested sequence of activities for developing a uniform certificated personnel evaluation program follows:

1. Become familiar with those Education Code sections affected by the passage of Assembly Bill 293. (See footnote 1 on page 1 of this document.)
2. Become familiar with the guidelines adopted by the State Board of Education, which appear earlier in this document.
3. Organize a small team to work on the project to develop the district's uniform certificated personnel evaluation system, and/or assign personnel to this task, as appropriate.
4. Organize an advisory group or involve an existing advisory group of certificated personnel to assist the team. This advisory group should be composed primarily of instructional personnel and be representative of the various certificated employee classifications.
5. Review and revise, as necessary, the local district's statement of its educational philosophy and goals, as time constraints allow.
6. Develop local guidelines, which should include the following:
   a. A statement of the district's educational philosophy and goals which is compatible with state instructional frameworks and guidelines, insofar as they exist
   b. Job descriptions for all certificated personnel positions
   c. The classification of all certificated positions into groupings of personnel with similar roles and responsibilities
   d. Precise definitions of the evaluator-evaluatee relationships in terms of job titles (Who evaluates whom for what?)
   e. General provisions and procedures to be followed in the personnel evaluation process which will be applicable to all certificated positions
   f. Procedures to be followed by a certificated employee in requesting a review by others of: (1) the initial plans for their evaluations; and/or (2) their evaluation reports
   g. All important tasks to be accomplished and deadlines to be met in the evaluation of individual personnel, including the time schedules for evaluating all certificated personnel with permanent and probationary status
7. Review the local guidelines with the district's legal adviser, and modify the guidelines as necessary.
8. Present local guidelines to the school district governing board for adoption.
9. Develop specific evaluation procedures applicable to each classification of certificated personnel (in consultation with representatives from these respective employee classifications). The procedures should include the following:
   a. Operational details to implement the general guidelines (of item number 6 in the preceding column)
   b. The procedures to be followed by the evaluator in:
      (1) Taking into consideration the needs of pupils, the current policies of the district, the availability of approved instructional facilities and materials, the community environment, and the evaluatee's experience and background
      (2) Establishing with the evaluatee the specific plan for his evaluation program. These should include specific

performance standards and concomitant assessment criteria in terms of pupil progress, other duties, and pupil and environmental control that is applicable to the assignment of the employee

(3) Monitoring regularly the performance of the employee

(4) Counseling with the employee during the evaluation period, utilizing various communication techniques with the employee concerning his/her performance during the evaluation period

(5) Reporting the evaluation findings in consultation and in writing to the employee and others, as may be required, so as to: (a) commend outstanding performance, as may be advisable; (b) assist a satisfactory employee to improve, as may be necessary; (c) identify deficiencies and provide assistance to an employee who is performing in an unsatisfactory manner; and (d) notify an employee whose performance remains unsatisfactory for his/her pending reassignment or dismissal in order to meet all legal requirements

c. Any forms or reporting materials which may be needed to facilitate and document the evaluation process

10. Review the specific evaluation procedures with the district's legal adviser, and modify the procedures as necessary.
11. Present the specific evaluation procedures for classifications of certificated personnel to the school district governing board for approval.
12. Inform all certificated personnel of the district's uniform guidelines and of the specific evaluation procedures which will be applicable to their respective positions. If practical, employees should be provided copies of the local guidelines and procedures.
13. Conduct inservice training programs for those who will be responsible for the evaluation of certificated personnel to prepare them for the program.
14. Conduct inservice training programs for those who will be evaluated to promote their understanding of their roles and responsibilities in the evaluation process.
15. If time constraints permit, have evaluators for each classification of personnel field test the evaluation guidelines, procedures, and instruments by working with a sample of his/her evaluatees to prepare evaluation plans.
16. Opportunity should be provided for participants in the program to submit suggestions on a continuous basis so that the evaluation system may be constantly refined and improved as it is implemented and maintained.

# APPENDIX D

## District Costs in Implementing the Requirements of AB 293

There is considerable concern that the requirements of Assembly Bill 293 will have a significant financial impact on school districts. The legislation envisions a new, more comprehensive and personalized system of evaluation for certificated personnel, which will probably differ markedly from current practices. Consequently, it will require (1) a developmental effort, utilizing broad employee involvement concerning the general district guidelines and the specific evaluation procedures for the various employee classifications; and (2) new operational accommodations to implement and maintain effectively the evaluation system so that it will make positive contributions for the continuous improvement of educational programs provided pupils. Thus, it may entail new or unanticipated costs on both an immediate and a long-term basis.

If this legislation should involve substantial new costs to school districts, the California State Board of Education wants to be able to provide the Legislature with this information in order to promote the concept that future legislation should consider and provide for the financial implications that Assembly Bill 293 and other legislative enactments may entail.

For this reason, then, it is requested that each district maintain, as best it can, an accounting of the personnel man-hours and other costs involved in developing, implementing, and maintaining the uniform certificated personnel evaluation system required by Education Code sections 13485 through 13489. The accounting of man-hours should include developmental time at the district level, which may involve teams of certificated personnel, as well as central office administrative time; and the accounting should include time spent at the individual building level by all classes of certificated personnel in conferring about evaluation processes and developing specific performance standards. The State Board of Education, through the State Department of Education, will request this information at the end of the 1971-72 school year, which it will present to the Legislature.

71-78 878 300 12M

# APPENDIX E

Table 18-2. Relationship between r, $r^2$, and $1 - r^2$.

| Value of r (Q) | $r^2$: percent of explained variance | $1 - r^2$: percent of unexplained variance | Strength of the linear relationship |
|---|---|---|---|
| .0 | .00 | 1.00 | None |
| .1 | .01 | .99 | |
| .2 | .04 | .96 | Very weak |
| .3 | .09 | .91 | |
| .4 | .16 | .84 | Weak |
| .5 | .25 | .75 | Moderate |
| .6 | .36 | .64 | |
| .7 | .49 | .51 | Strong |
| .8 | .64 | .36 | |
| .9 | .81 | .19 | Very strong |
| 1.0 | 1.00 | .00 | Perfect |

Source: Marascuilo, Leonard A. Statistical Methods for Behavioral Science Research. 1971, McGraw-Hill Inc., San Francisco, Ca. p. 433.

# *Introduction*

A measure of association for four-fold (2 X 2) tables was proposed at the turn of the century by Yule (1912), who chose the letter $Q$ to honor Quetelet. More recently, Goodman and Kruskal (1954) provided a useful interpretation and showed that $Q$ is a special case of their measure of association, Gamma.

Consider a four-fold table, with cell frequencies $a$, $b$, $c$, and $d$.

| | |
|---|---|
| $a$ | $b$ |
| $c$ | $d$ |

$$= \frac{(a \times d) - (b \times c)}{(a \times d) + (b \times c)} = \frac{\text{difference in cross products}}{\text{sum of cross products}}$$

example:

| | |
|---|---|
| 110 | 10 |
| 40 | 40 |

$$= \frac{(110 \times 40) - (10 \times 40)}{(110 \times 40) + (10 \times 40)} = .833$$

Among the properties of $Q$ are these:

. It equals .00 when the attributes are independent.

. It has a maximum of $\pm$ 1.00, which occurs when data show the maximum possible departure from dependence, given the four marginal frequencies.

. When $Q = \pm$ 1.00, there is a frequency of zero either or both of the cells of one diagonal.

. $Q$ is symmetrical, $Q_{AB} = Q_{BA}$.

. $Q$ is a measure of association, not a test of significance. Confidence limits for $Q$ can be found, using Goodman's procedures for estimating confidence limits for cross-product ratio ($b$) (1964, pp. 86-102).

The relationship between $Q$ and $b$ is as follows:

$$= 1.00 - \frac{2.00}{1.00 + b}$$

. The value of $Q$ is unaffected when frequencies in row and/or column are multiplied or divided by a constant.

A four-fold table may be expressed in terms of two sets of percentages as well as frequencies. Thus:

| | B | $\overline{B}$ | |
|---|---|---|---|
| A | 110 | 10 | 120 |
| $\overline{A}$ | 40 | 40 | 80 |
| | 150 | 50 | 200 |

*or*

| | B | $\overline{B}$ | |
|---|---|---|---|
| A | 92 | 8 | 100% |
| $\overline{A}$ | 50 | 50 | 100% |

*or*

| | B | $\overline{B}$ |
|---|---|---|
| A | 73 | 20 |
| $\overline{A}$ | 27 | 80 |
| | 100% | 100% |

It can be shown (from property 6 above) that $Q$'s calculated from the raw frequencies or the two percentaged tables will be identical, save for errors of rounding. Thus, it is possible to produce tables giving the absolute value of $Q$ for any two percentages.

To find $Q$:

1. Use the first per cent (upper left cell) to locate the appropriate page spread in the tables.

2. Find the column in the page spread that corresponds to the first percentage.

3. Read down that column until you come to the row corresponding to the second per cent.

4. The entry is the value of $Q$.

Because $Q$ is rounded to two places and because entries are in terms of even percentages, the results will differ from those in calculating from raw frequencies, but seldom by more than 1 in the second place.

The plausibility of the result can be checked by this rule: If one or both of the two percentages is 50, $Q$ is equal to exactly twice the percentage difference. If both are greater or both less than 50 per cent, $Q$ will be larger than twice the difference.

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# APPENDIX F

CALIFORNIA LEGISLATURE—1973-74 REGULAR SESSION

# ASSEMBLY BILL No. 302

Introduced by Assemblymen Berman and Waxman

February 8, 1973

REFERRED TO COMMITTEE ON EDUCATION

*An act to amend Sections 13403, 13408, 13409, and 13413 of the Education Code, relating to school certificated employees.*

LEGISLATIVE COUNSEL'S DIGEST

AB 302, as introduced, Berman (Ed.). School certificated employees: dismissal.

Deletes various specified grounds for dismissal of a school certificated employee.

Requires school governing board to consider various specified factors in certain dismissal proceedings to determine that the employee's conduct would affect his future classroom performance and impair his ability to teach.

Makes related technical changes.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.

*The people of the State of California do enact as follows:*

SECTION 1. Section 13403 of the Education Code is amended to read:

13403. No permanent employee shall be dismissed except for one or more of the following causes:

(a) Immoral or unprofessional conduct.

~~(b) Commission, aiding, or advocating the commission of acts of criminal syndicalism, as prohibited by Chapter~~

~~188, Statutes of 1919, or in any amendment thereof.~~

~~(c)~~ *(b)* Dishonesty.

~~(d)~~ *(c)* Incompetency.

~~(e)~~ *(d)* Evident unfitness for service.

~~(f)~~ *(e)* Physical or mental condition unfitting him to instruct or associate with children.

~~(g)~~ *(f)* Persistent violation of or refusal to obey the school laws of the state or reasonable regulations prescribed for the government of the public schools by the State Board of Education or by the governing board of the school district employing him.

~~(h)~~ *(g)* Conviction of a felony or of any crime involving moral turpitude.

~~(i) Violation of Section 9031 of this code or conduct specified in Section 1028 of the Government Code, added by Chapter 1418 of the Statutes of 1947.~~

~~(j) Violation of any provision in Sections 12952 to 12958, inclusive, of this code.~~

~~(k) Knowing membership by the employee in the Communist Party.~~

*No certificated employee shall be terminated for immoral conduct, unprofessional conduct, conduct involving moral turpitude, or evident unfitness for service unless such conduct or acts indicate that the employee's future classroom performance has been affected by the conduct and impair the employee's ability to teach. In making this determination, the governing board shall consider such factors as the likelihood that the conduct may have adversely affected students or fellow teachers, the degree of such adversity anticipated, the proximity or remoteness in time of the conduct, the type of teaching certificate held by the party involved, the extenuating or aggravating circumstances, if any, surrounding the conduct, the praiseworthiness or blameworthiness of the motives resulting in the conduct, the likelihood of the reoccurrence of the questioned conduct, and the extent to which disciplinary action may inflict an adverse impact or chilling effect upon the constitutional rights of the teacher involved or other teachers.*

SEC. 2. Section 13408 of the Education Code is amended to read:

13408. Upon the filing of written charges, duly signed and verified by the person filing them with the governing board of a school district, or upon a written statement of charges formulated by the governing board, charging a permanent employee of the district with immoral conduct, conviction of a felony or of any crime involving moral turpitude, with incompetency due to mental disability, *or* with willful refusal to perform regular assignments without reasonable cause, as prescribed by reasonable rules and regulations of the employing school district, ~~with violation of Section 9031, with knowing membership by the employee in the Communist Party or with violation of any provision in Sections 12952 to 12958, inclusive,~~ the governing board may, if it deems such action necessary, immediately suspend the employee from his duties and give notice to him of his suspension, and that 30 days after service of the notice, he will be dismissed, unless he demands a hearing.

~~If the permanent employee is suspended upon charges of knowing membership by the employee in the Communist Party or for any violation of Section 9031, 12952, 12953, 12954, 12957, or 12958, he may within 10 days after service upon him of notice of such suspension file with the governing board a verified denial, in writing, of the charges. In such event the permanent employee who demands a hearing within the 30/day period shall continue to be paid his regular salary during the period of suspension and until the entry of the decision of the Commission on Professional Competence, if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the amount of salary so paid to him during the period of suspension in case the decision of the Commission on Professional Competence is that he shall be dismissed. If it is determined that the employee may not be dismissed, the school district shall reimburse the employee for the cost of the bond.~~

SEC. 3. Section 13409 of the Education Code is amended to read:

13409. Whenever any certificated employee of a school district is charged with the commission of any sex offense as defined in Section 12912 by complaint, information or indictment filed in a court of competent jurisdiction, the governing board of the school district shall immediately place the employee upon compulsory leave of absence for a period of time extending for not more than 10 days after the date of the entry of the judgment in the proceedings. The governing board of the school district may extend the compulsory leave of absence of the employee beyond such period by giving notice to the employee within 10 days after the entry of *a* judgment *of conviction* in the proceedings that the employee will be dismissed at the expiration of 30 days from the date of service of the notice, unless the employee demands a hearing as provided in this article.

Any employee placed upon compulsory leave of absence pursuant to this section shall continue to be paid his regular salary during the period of his compulsory leave of absence if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the amount of salary so paid to him during the period of the compulsory leave of absence in case the employee is convicted of such charges, or fails or refuses to return to service following an acquittal of the offense or dismissal of the charges. If the employee is acquitted of the offense, or the charges against him are dismissed, the school district shall reimburse the employee for the cost of the bond upon his return to service in the school district.

If the employee does not elect to furnish bond, or other security acceptable to the governing board of the district, and if the employee is acquitted of the offense, or the charges against him are dismissed, the school district shall pay to the employee his full compensation for the period of the compulsory leave of absence upon his return to service in the school district.

Whenever any certificated employee of a school district is charged with the commission of any narcotics offense as defined in Section 12912.5, or a violation of subdivision 1 of Section 261 of the Penal Code, Sections 11530 to 11532, inclusive, 11540, or 11910 to 11915, inclusive, insofar as such sections relate to subdivision (c) of Section 11901, of the Health and Safety Code, by complaint, information, or indictment filed in a court of competent jurisdiction, the governing board of the school district may immediately place the employee upon compulsory leave in accordance with the procedure in this section.

SEC. 4. Section 13413 of the Education Code, as amended by Chapter 1013 of the Statutes of 1972, is amended to read:

13413. In the event a hearing is requested by the employee, the hearing shall be commenced within 60 days from the date of the employee's demand for a hearing. The hearing shall be conducted and a decision made in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, and the Commission on Professional Competence shall have all the power granted to an agency therein, except that the right of discovery of the parties shall not be limited to those matters set forth in Section 11507.6 of the Government Code but shall include the rights and duties of any party in a civil action brought in a superior court. In all cases, discovery shall be completed prior to one week before the date set for hearing.

No witness shall be permitted to testify at the hearing except upon oath or affirmation. No testimony shall be given or evidence introduced relating to matters which occurred more than four years prior to the date of the filing of the notice. Evidence of records regularly kept by the governing board concerning the employee may be introduced, but no decision relating to the dismissal or suspension of any employee shall be made based on charges or evidence of any nature relating to matters occurring more than four years prior to the filing of the

notice.

In those causes specified in subdivisions ~~(b), (f), (h), (i), (j), and (k)~~ *(e) and (g)* of Section 13403, the hearing shall be conducted by a hearing officer whose decision shall be binding on the board. In the event the employee is charged with any of the causes specified in subdivisions (a), *(b),* (c), (d), ~~(e),~~ and ~~(g)~~ *(f)* of Section 13403, the hearing shall be conducted by a Commission on Professional Competence. One member of the panel shall be selected by the employee, one member shall be selected by the governing board, and one member shall be a hearing officer of the State Office of Administrative Procedure who shall be chairman and a voting member of the competency panel and shall be responsible for assuring that the legal rights of the employee are protected at the hearing. If either the governing board or the employee for any reason fails to select a commission member at least seven days prior to the date of the hearing, such failure shall constitute a waiver of the right to selection, and the county board of education or its specific designee shall immediately make the selection. When the county board of education is also the governing board of the school district, the selection shall be made by the Superintendent of Public Instruction, who shall be reimbursed by the school district for all costs incident to the selection.

The member selected by the governing board and the member selected by the employee shall have at least five years' experience in the specific educational function of the accused as set forth in Section 13055.

In those instances where the employee has been charged with any of the causes specified in subdivisions (a), *(b),* (c), (d), ~~(e),~~ and ~~(g)~~ *(f)* of Section 13403, the decision shall be made, by a majority vote, by the Commission on Professional Competence which shall prepare a written decision containing findings of fact, determinations of issues and a disposition either:

(a) That the employee should be dismissed.

(b) That the employee should not be dismissed.

In those instances where the employee has been

charged with any of the causes specified in subdivisions (a), *(b)*, (c), (d), ~~(e),~~ and ~~(g)~~ *(f)* of Section 13403, the decision of the Commission on Professional Competence shall be deemed to be the final decision of the governing board.

The board may adopt from time to time such rules and procedures not inconsistent with provisions of this section, as may be necessary to effectuate this section.

The governing board and the employee shall have the right to be represented by counsel.

If the governing board orders the dismissal of the employee, the governing board and the employee shall share equally the expenses of the hearing, including the cost of the hearing officer. The employee and the governing board shall pay their own attorney fees.

If the governing board orders that the employee not be dismissed, the governing board shall pay all expenses of the hearing, including the cost of the hearing officer, and reasonable attorney fees incurred by the employee.

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AMENDED IN SENATE FEBRUARY 27, 1973

# SENATE BILL No. 64

Introduced by Senator Dymally

January 16, 1973

*An act to repeal Section 13487 of, and to add Section 13487 to, the Education Code, relating to public schools.*

LEGISLATIVE COUNSEL'S DIGEST

SB 64, as amended, Dymally. Evaluation of certificated employees.

Repeals provision requiring governing board of each school district, except community college districts, to develop and adopt specific certificated personnel evaluation and assessment guidelines which are required to include specified elements. Adds provision requiring governing board of each school district, except community college districts, to adopt ; ~~in consultation with faculty,~~ rules and regulations establishing specific procedures for evaluation of certificated employees on an individual basis ~~and~~ , setting forth reasonable but specific standards for the performance , and requiring such procedures and standards to apply to all certificated employees of the district.

To become operative on July 1, 1974.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: yes.

*The people of the State of California do enact as follows:*

SECTION 1. Section 13487 of the Education Code is repealed.

SEC. 2. Section 13487 is added to the Education Code, to read:

13487. The governing board of each district shall ; ~~in~~

~~consultation with the faculty,~~ adopt rules and regulations establishing specific procedures for the evaluation of its certificated employees on an individual basis and setting forth reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties. The procedures and standards shall apply to all certificated employees of the district.

SEC. 3. This act shall become operative on July 1, 1974.

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To become operative on July 1, 1974.

Vote: majority. Appropriation: no. Fiscal committee: no.

*The people of the State of California do enact as follows:*

SECTION 1. Section 13487 of the Education Code is repealed.

~~13487. The governing board of each school district shall develop and adopt specific evaluation and assessment guidelines which shall include but shall not necessarily be limited in content to the following elements:~~

~~(a) The establishment of standards of expected~~

~~student progress in each area of study and of techniques for the assessment of that progress.~~

~~(b) Assessment of certificated personnel competence as it relates to the established standards.~~

~~(c) Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.~~

~~(d) The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.~~

SEC. 2. Section 13487 is added to the Education Code, to read:

13487. The governing board of each district shall, in consultation with the faculty, adopt rules and regulations establishing specific procedures for the evaluation of its certificated employees on an individual basis and setting forth reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties. The procedures and standards shall apply to all certificated employees of the district.

SEC. 3. This act shall become operative on July 1, 1974.

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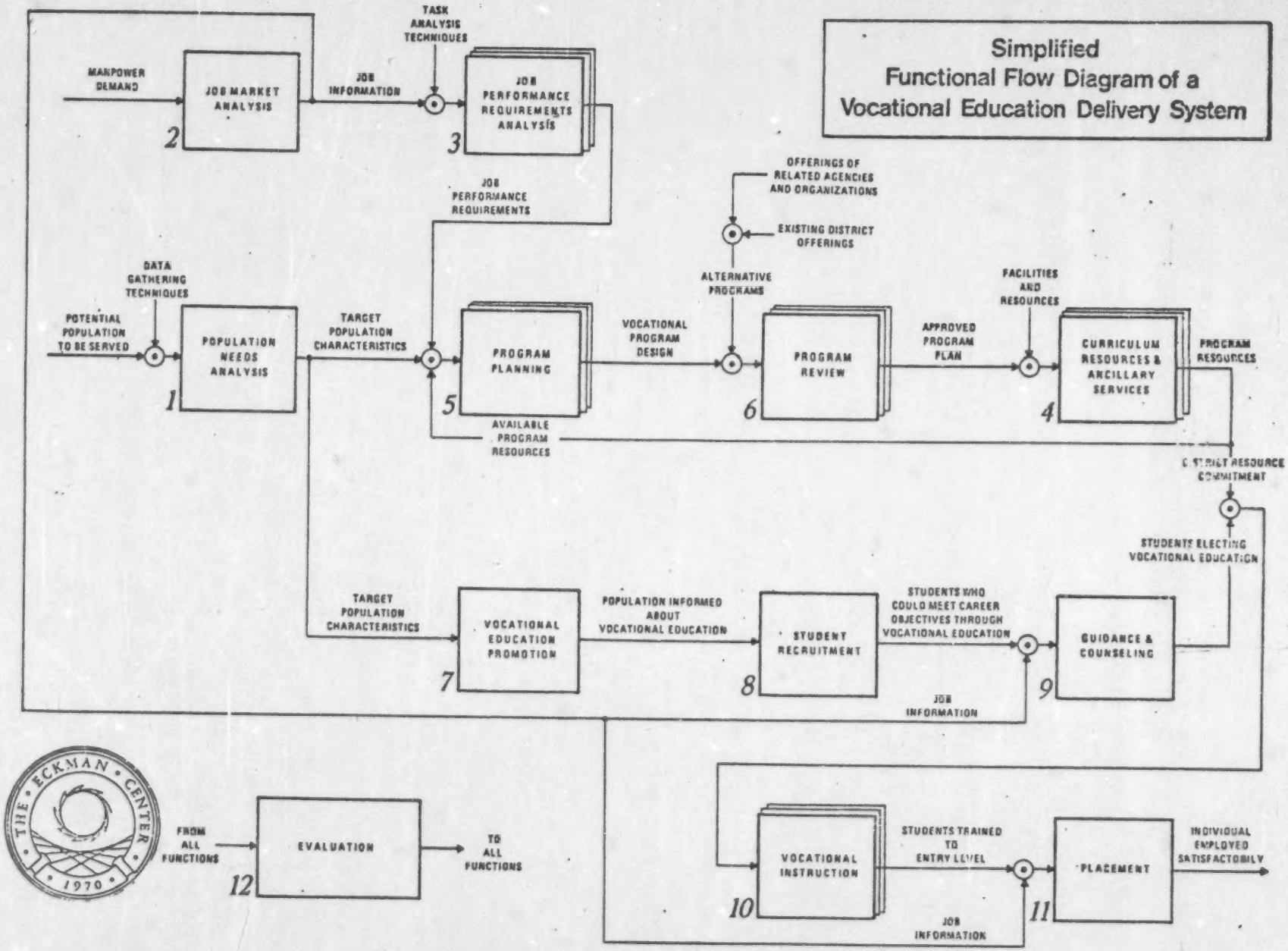
# APPENDIX G

# Simplified Functional Flow Diagram of a Vocational Education Delivery System



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